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ABSTRACT

This resource guide, designed for use by New York City teachers, provides a wide range of suggested approaches and materials from which teachers can select as they teach the grade 7 and grade 8 course "United States and New York State History." The resource guide strives to include the histories, perspectives, and contributions of all people (women, African-Americans, American Indians, and ethnic minorities) and thus is in keeping with the social history approach prescribed by the State Syllabus for grades 7 and 8. The materials presented in this volume of the overall guide represent suggested approaches for teaching the fifth and sixth units of the six unit syllabus. Unit 5 is titled "Life in the New Nation"; unit 6 is titled "Division and Reunion." Each unit is comprehensive and has been divided into several learning activities, each of which relates to a particular topic within the unit and contains a focus question, teacher background, major ideas, concepts, performance objectives, development and worksheets. When a learning activity incorporates specific multicultural content, it is headed by one or more of the following themes: culture/diversity, movements of people, contributions, and struggle for equality. Examples of activities contained in Unit 5 include "How did Thomas Jefferson's election mark a step forward toward increasing participation in American government?" and "Why did large numbers of Irish, Germans, and Chinese immigrate to the United States in the 1840s and 1850s?" Examples of activities contained in Unit 6 include "How did the United States justify its policy of territorial expansion prior to the Civil War?" and "How did the presidential reconstruction policy attempt to reunite the American people?" A lengthy bibliography is included at the end of each unit. (DB)

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Grade 7
United States
and
New York State History

A Multicultural Perspective

Volume III

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Grade 7

United States

and

New York State History

A Multicultural Perspective

Volume III

New York City Public Schools • Joseph A. Fernandez, Chancellor

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FOREWORD

The students of the New York City Public Schools represent a microcosm of our increasingly global society. As such, our youth need to understand and respect the richness of diversity and to relate positively to the cultural and linguistic mosaic created in their classrooms.

To meet this need the New York City Public Schools are implementing a broad program of multicultural education in all subject areas of the curriculum. Social studies, by their very nature, form the "hub" of this multicultural education program. United States and New York State History, the course of study for grades 7 and 8, affords many opportunities for students to understand how the customs, beliefs, ideals, literature, art, and music of our various cultural and ethnic groups have shaped and influenced movements and events in our nation's history.

The presentation of United States history from many perspectives also helps students to develop critical thinking skills, which can be applied to the analysis and understanding of current issues. I believe that Grade 7 United States and New York State History: A Multicultural Perspective will assist teachers and students in gaining a new and deeper understanding of the ways in which the many cultural and linguistic groups have enriched American life and that this understanding will lead to greater harmony and a better world in which to live.

Nilda Soto Ruiz
Chief Executive for Instruction

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INTRODUCTION TO
UNITED STATES AND NEW YORK STATE HISTORY: A MULTICULTURAL PERSPECTIVE

This New York City resource guide, United States and New York State History: A Multicultural Perspective, provides a wide range of suggested approaches and materials from which teachers can select as they implement the New York State syllabus for grades 7 and 8. Each school has unique needs that can only be met when maximum flexibility is provided for. The materials contained in this resource guide allow teachers to choose the activities most appropriate for their students.

New York State's population is becoming increasingly diverse -- ethnically, culturally, and linguistically. Demographers say that by the year 2000 one of every three New York State resident will be what we now call a "minority"; and the trend gives every indication of continuing. The Census Bureau estimates that about 90,000 people annually emigrate to New York State from other countries. In New York City, one child in four under the age of ten is the offspring of a non-English-speaking immigrant parent.

This diversity is not a liability, but an asset. In today's world and tomorrow's, our ability as a city, state, and nation to compete economically depends in part on educating well all of our children, whatever their backgrounds. Our success also depends on our ability to understand other cultures and societies.

Unhappily, a disproportionate number of our "minority" students are not succeeding in school. There are many reasons for this pattern. But we know that if children are to do well in school they must experience the school as an extension of home and community, not a rejection of it. Research tells us that if children are to achieve they must trust their teachers and feel good about themselves.

These considerations establish the need for curricula and teaching that represent children's cultural backgrounds and help them to discover more about themselves and people like them. At the same time, curricula must offer children the opportunity to learn about and appreciate cultures other than their own. To this end, the New York City Public Schools have adopted a comprehensive multicultural education program.

Multicultural education is a process designed to foster knowledge, understanding, and constructive intergroup relations among people of many different cultures. Ideally, it encourages people to see different cultures as a source of learning and to respect diversity in the local, national, and international environment.

Multicultural education first requires that students build an awareness of their own cultural heritage while understanding that no one culture is intrinsically superior to another; second, multicultural education requires that students develop those analytical and communication skills that will help them to participate fully as effective citizens in a multicultural city, state, and nation. In the final analysis, all education should be multicultural education.

This curriculum resource guide is but one component of the New York City Public Schools' multicultural education program. While based upon the New York State syllabus for grades 7 and 8, this bulletin often goes beyond the current state program to include more of the often neglected roles, perspectives, and contributions of a variety of cultural and ethnic groups in United States history.

The grade 7 and 8 course, United States and New York State History, is a chronologically organized two-year course of study. The two-year sequence traces the human experience in the United States from earliest times to the present, tying major political, economic, and social trends in United States history to parallel trends and timeframes in New York State history. References are also made to Canada and Mexico, where relevant to the history of the United States.

One cannot understand United States and New York State history without understanding the history and culture of its major ethnic and cultural components. We must, of course, understand our immediate origins in the nation-states of Europe and in their philosophic and political roots. But we cannot understand American history, nor many of the social and political phenomena of the present, without also understanding the African-American experience, the American Indian experience, and the experience of Latino and Asian peoples throughout that history, as well as all of the varied groups who have helped to shape our institutions and our sensibilities.

In planning for instruction, teachers must be diligent in selecting information and materials that promote self-esteem as well as a sense of national pride in all students. Students who are exposed to content and use materials that recognize the contributions of women and minorities will be better able to achieve New York State program goals of promoting respect for others. The course of study for grades 7 and 8 must respect the diversity of the people who have been and continue to be the population of the United States, New York State, and New York City.

To this end, we have emphasized in our curriculum guide certain multicultural themes: Culture/Diversity, Movements of People, Contributions, and the Struggle for Equality. In selecting the materials and activities to develop these themes, we have been guided by the following principles:

- Historical events must be studied from a variety of cultural perspectives. A study of the American Revolution, for example, will include its impact on women, African-Americans, and American Indians. Where possible, the members of a particular group will be allowed to tell their group's story in their own voices.

- Historical movements are as important, and often more important, than the individuals who enact them. It is more important, for example, that students understand the impact of immigration on American society than be able to identify the contributions of specific immigrants.

- Focus should be not only on the victimization of cultural and ethnic groups, but also on their struggle for equality. Rather than stress the undeniable oppression, more can be gained for students' self-esteem by emphasizing these groups' struggles for equal rights, their cooperation with other ethnic and cultural groups in those struggles, and their achievements.

The Social History Approach

By striving to include the histories, perspectives, and contributions of all Americans -- women, African-Americans, American Indians, and ethnic minorities -- the grades 7 and 8 resource guide is in consonance with the social history approach used in the State syllabus for grades 7 and 8.

Social history as an approach to the study of the past is relatively new in history education. It is even newer as an organizing framework for primary and secondary school curricula. By examining a wide range of human activities, and focusing on common people and everyday events, educators can capture the attention and interest of young people who have often characterized the study of history as "boring" and "irrelevant." By focusing on this approach, we can both enliven the teaching of history and spark an interest in learning history. To this end, we have attempted to use throughout this resource guide the ten social history "postholes" identified in the State syllabus. They are:

. Life Cycles: Birth, Childhood, Adulthood, Old Age, Death
. Home and Family Living
. Schools and Education
. Labor and Work Patterns
. Political Participation
. Religion and Religious Activity
. Crime and Punishment
. Leisure and Recreation Activity
. Literature, the Arts, and Music
. Styles and Fashions

In addition to increasing student interest levels, a social history approach provides students with opportunities for the development of content knowledge, expansion of conceptual frames, and an understanding of the major ideas of the social sciences. The use of social history as an organizer helps students develop social studies skills such as getting, using, and presenting information; making inferences and drawing conclusions from the information; and applying of the information and skills to decision making, problem solving, critical thinking, and valuing.

The Course of Study

Mindful of the characteristics and needs of learners, the approach to United States and New York State history in grades 7 and 8 builds upon the familiar. Students explore United States history by looking at the evidence of that history in their own state and local community. Building on previous learning from grade 4, children who are now able to think forward and backward in time can deal with cause and effect, explore multiple causation, and understand history in a far more comprehensive way. While students in grade 4 are only able to deal with and understand slices of time, students in grades 7 and 8 are better able to associate and relate historical concepts and understandings.

The course is organized into twelve units of study to be developed and explored within a two-year timeframe. While the State syllabus does not specify which units are to be studied in which grades, this New York City curriculum resource guide delineates Units 1-6 of the syllabus as the grade 7 course of study and Units 7-12 as the program for grade 8.

The course of study in grades 7 and 8 is vital to achieving the overall goals of the K-12 social studies program. The course builds on and seeks to reinforce those skills, concepts, and content understandings introduced in the K-6 program. The two-year experience in grades 7 and 8 will provide students with a solid content base in American history, allowing the grade 11 course to do greater justice to the study of the United States as a developing and fully developed industrial nation. The hemispheric connections revealed by the study of United States relations with Canada and Mexico will provide students with a model for the global connections they will discover in grades 9 and 10.

Adapted in part from: the New York State Social Studies Grades 7/8 Syllabus and other State Education Department correspondence.

HOW TO USE THIS BULLETIN

This curriculum bulletin is designed to assist teachers and supervisors in the implementation of the United States and New York State History course of study. The materials presented in this guide represent suggested approaches for teaching Units 1 through 6 of the syllabus.

Since each unit is rather comprehensive, it has been divided into several learning activities, each of which relates to a particular topic within the unit and contains a focus question, teacher background, major ideas, concepts, performance objectives, development, and worksheets. When a learning activity incorporates specific multicultural content, it is headed by one or more of the following themes: Culture/Diversity, Movements of People, Contributions, and Struggle for Equality.

The focus question can serve as a lesson aim. Background is provided to give teachers an overview of the content to be presented and to explain the relationship of the topic to the overall unit. The major ideas specify the major knowledge objectives to be developed, most of which are taken from the New York State Grades 7/8 syllabus. When major ideas specifically include one or more of the "fifteen overarching concepts" to be highlighted, those concepts are in capital letters. The concepts are: CHANGE, CHOICE, CITIZENSHIP, CULTURE, DIVERSITY, EMPATHY, ENVIRONMENT, HUMAN RIGHTS, IDENTITY, INTERDEPENDENCE, JUSTICE, POLITICAL SYSTEM, POWER, SCARCITY, AND TECHNOLOGY. Teachers and supervisors should know that the New York State social studies program 7-12 emphasizes the development of concepts and major ideas, together with subject content, and that the Program Evaluation Test given at the end of the 8th grade, encompassing two years' work, will focus on these major ideas and concepts.

The performance objectives present the specific information and skills which students should achieve at the completion of the learning activity. These goals should be the basis upon which lessons are developed.

In the development, a variety of suggested teaching techniques illustrate how a particular topic might be taught. They are provided to assist teachers in planning lessons, and include a variety of techniques geared to enable the teacher to achieve the performance objectives of that particular learning activity. Approaches include roleplaying, simulations, small group discussions, cooperative learning, brainstorming, debates, research activities, interviews, and "hands-on" experiences. At the same time, each strategy provided in this curriculum bulletin aims to promote learning by focusing on one or more skills in an area such as critical thinking, reading, writing, map interpretation, and problem solving.

Follow-up activities follow the development sections, listing suggestions for individual student or class activities that may enhance learning and further develop students' interest in historical topics. These activities may include: class trips, correspondence, oral or written reports, and other creative projects. Teachers are encouraged to develop their own ideas for such activities, using these suggestions as models.

Worksheets, which immediately follow the corresponding learning activity outline, contain primary sources such as photographs, documents, maps, charts, graphs, diagrams, speeches, letters, and diaries of a particular era. These materials should be used to give students opportunites to understand the value of primary sources and to evaluate their use in learning about past and present events. In short, the primary source material contained in the worksheets can become a basis for developing critical thinking skills while assisting students in mastering the relevant factual information.

Teachers should be reminded that it is not mandated that they adopt the materials contained in this bulletin for classroom use. The learning activities are only suggested approaches for implementing the grades 7 and 8 program. The variety of materials gives teachers options from which to choose to meet the particular needs of their students. Teachers are encouraged to amend or add specific content which still develops the concepts and major ideas of the program.

Although the materials contained within this document provide the ingredients for lessons, the learning activities themselves do not constitute lesson plans, nor are they intended as substitutes for lesson plans. Teachers may, however, choose to integrate these materials and activities into their daily lesson plans.

Furthermore, although this curriculum design contains a variety of materials not usually found in traditional textbooks, it is not intended as a replacement for a textbook; rather, these are supplementary materials which should enrich and enliven the teaching and learning process.

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UNIT 5

LIFE IN THE NEW NATION

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #1

Theme: Contributions

Focus Question: Which of George Washington's policies became time-honored traditions for other United States presidents?

Background:

No one was more conscious than George Washington himself of the fact that because his administration was the new nation's first, future presidents would look to his administration's policies for guidance.

Many of the practices established during Washington's administration became traditions that are still followed today. Washington rejected the attempts of some contemporaries to treat him as a king. A cabinet, with Thomas Jefferson, Alexander Hamilton, and other strong advisers was established. He put the "advise and consent" relationship with the Senate into effect. By refusing a third term, Washington established a tradition from which only Franklin Roosevelt broke.

Major Idea:

. Many of Washington's policies and decisions in establishing a new government became precedents and traditions that are still followed today.

Concepts:

. Citizenship
. Political System

Performance Objectives: Students will be able to:

. Discuss the domestic problems that George Washington faced as president.

. Assess Washington's solutions to domestic problems.

. Recognize the precedents set by Washington that endure to the present day.

Development:

. Distribute Worksheet 1A, "Problems of the New Nation." Have students read each of the "problems" on the worksheet and then explain their answers to the following questions:

  - What do these "problems" tell us about the United States at the time of Washington's inauguration?

  - Which of the problems described here was the most serious?

  - As the president of the new nation, which problem would you deal with first?

. Divide the class into groups of four or five students each. Assign one of the problems to each group.

. Have each group, in the role of advisers to George Washington, offer their solution to the problem, using the space provided on the Worksheet.

. Have group representatives read the advice that they would have given President George Washington. Encourage the groups to comment on and question each other's advice.

. Now distribute Worksheet 1B, "Washington's Precedent-Setting Policies." Have students read and explain their answers to the following questions:

- How do George Washington's real actions compare with the actions you would have had him take?

- Why were the actions of Washington so important to the new nation?

- What customs or rules did Washington establish for the government that are still followed today?

- Was Washington right to refuse a third term?

- How would you react today to a president who tries to run for more than two terms? (Remind students that Franklin Roosevelt's break with tradition by holding office for four terms led to the Twenty-Second Amendment, ratified in 1951, constitutionally limiting the presidency to two terms.)

- Was Washington right to refuse the title of king?

- How do you suppose Americans who fought in the Revolution would have reacted if Washington had wanted to be treated like a king? Explain.

- Was Washington right to appoint a strong cabinet of advisers to help him make decisions?

- How wise was the relationship that Washington worked out with the Senate?

- For which of the precedents that he established should George Washington get the most credit? Why?

- Are people justified in calling George Washington the Father of Our Country? Explain.

Follow-up Activities:

. Have students prepare a list of problems confronting the United States president today. Compare and contrast this list with the problems confronting George Washington. Have students explain reasons for similarities and/or differences.

. Some students might write a script for a scene in which George Washington returns to visit the current president and discuss the changes that have occurred. Other students could roleplay the scene.

Worksheet 1A

PROBLEMS OF THE NEW NATION

Assume that the year is 1789. President George Washington has just taken office, and you are his trusted advisers. At your first meeting with the new president, you pose to him the problems listed below. In the space provided, offer your best advice to George Washington.

Problem A

How do you wish to be addressed? Should you be called "Your Highness, the President of the United States" or "Your Elective Highness" or "Your Majesty"? Some Americans, you know, long for a king and a court of their own!

_____

_____

_____

Problem B

The president cannot decide everything himself! To whom will you turn for help and advice? You are not very friendly with the only other member of your administration--your vice president, John Adams.

_____

_____

_____

Problem C

What will you do about the fact that farmers in Pennsylvania refuse to pay the "whiskey tax" levied by Congress to raise money needed for the national government? The governor of that state refuses to crush this attack on the authority of the new federal government.

_____

_____

_____

Worksheet 1A, PROBLEMS OF THE NEW NATION (continued)

Problem D

How are you going to work with Congress? Will the Senate, because it is to "advise and consent" on treaties, become like the English Privy Council, which advises the king on all matters?

_____

_____

_____

Problem E

How long will you remain in office? Will you stand for a second term as president? A third? A fourth? More?

_____

_____

_____

Worksheet 1B

WASHINGTON'S PRECEDENT-SETTING POLICIES

Read below how President Washington did, in fact, respond to the problems he faced. Match each response to the problem it answers by writing the appropriate letter (corresponding to the problem) in the space provided.

_____ I will turn for advice to the heads of the various executive departments whom I appoint--to the secretary of state, secretary of the treasury, and the attorney general. I will meet regularly with these very strong and informed members of my cabinet.

_____ Although I recognize the importance of investing the office of the president with dignity, especially in a state as young as our own, I am not a king! I am elected head of a republic--not a monarchy. As God is my judge, I do not wish to be called "His Majesty," "His Highness," or "sire."

_____ The interests of our nation must come before the interest of any one state. I will call out the militia and put down the rebellion in Pennsylvania.

_____ Nothing would make me happier than to retire from public life and go back with my dear wife Martha to our farm in Virginia. I would have to be strongly persuaded to stand for a second term as president. After all, I am the president of a republic--not a king!

_____ One day I arrived at the Senate, sat down in the vice president's chair, and told the Senate that the secretary of war and I had come to get their advice on an American Indian treaty. But the senators refused to debate the question in my presence. They did not want to be overawed by the president. So I soon gave up trying to get the advice of the Senate. Now, advised by my cabinet, I propose laws and then let Congress debate and vote.

UNIT FIVE: LIFE IN THE NATION

Learning Activity #2

Theme: Contributions

Focus Question: Did Hamilton's economic policies guide the new nation in the right direction?

Background:

As a key member of George Washington's first cabinet, Alexander Hamilton, who was born on the island of Nevis in the West Indies, made a significant contribution to the economic development of the United States. In his role as secretary of the treasury, Hamilton put the nation's economy on a stable financial footing.

Major Idea:

. The policies initiated by Alexander Hamilton were intended to secure economic stability for the young nation.

Concepts:

. Scarcity
. Power

Performance Objectives: Students will be able to:

. Explain the key elements of Hamilton's economic plan.

. Assess the degree to which Hamilton's plan guided the new nation in the right economic direction.

Development:

. Distribute Worksheet 2A, "An Interview with Alexander Hamilton."

. Have students roleplay the interview, then have the class complete the exercise and explain their answers to the questions below:

- What does this interview tell us about the economic problems that faced the new nation?

- How did Alexander Hamilton propose to solve those economic problems?

- Why did he propose these policies?

- What arguments were raised against Hamilton's plans? How would Hamilton have answered his critics?

- Were Alexander Hamilton's economic policies right for the new nation? Why or why not?

. Distribute Worksheet 2B, "Hamilton's Policies." Have students complete the exercise and explain their answers to the following questions:

- What is the cartoonist saying about Alexander Hamilton's policies?

- Why does the cartoonist compare Hamilton's decision-making process to a game of chess?

- Which of Hamilton's decisions do you believe had the greatest impact on the nation? Explain.

Follow-up Activities:

. Students might research the question of Hamilton's ancestry. "Was Hamilton of African descent?" is an interesting historical question for some scholars. Students might also want to visit Hamilton's home, which is a national monument, located in Harlem on 141st Street and Convent Avenue.

. Students, taking the role of Alexander Hamilton, might write letters to the editor of a newspaper today suggesting how the nation's current economic problems should be handled.

Worksheet 2A

AN INTERVIEW WITH ALEXANDER HAMILTON

If Secretary of the Treasury Alexander Hamilton had been interviewed by reporters in the early 1790s, the dialogue might have been as follows:

Reporter A: Mr. Secretary, please outline the basic features of your economic plan for our new nation.

Hamilton: I favor (1) the repayment of all debts owed by the government under the Articles of Confederation, (2) that our federal government be responsible for repayment of debts owed by the states as a result of the war against England, (3) the establishment of a national bank with branches located throughout the nation, (4) the levying of a tax on whiskey, (5) the enactment of a higher tariff (tax on imports), and (6) permanently locating our nation's capital in the South.

Reporter B: Mr. Hamilton, our new national government faces many expenses and money is limited. Why then do you favor the repayment now of the millions of dollars owed by the government under the Articles of Confederation?

Hamilton: During the war against England, the government had to pay its soldiers, as well as the farmers, manufacturers, and merchants who supplied the food, clothing, and equipment our soldiers needed. After the supply of money ran out, we had to borrow. We promised repayment as soon as possible. If we fail to repay our debts, who will lend us money in the future?

Reporter C: Mr. Secretary, during the war the states also had to borrow money to meet their own needs. The New England states borrowed much more than did the Southern states. If your plan to have the new federal government repay the debts of all the states is adopted, it would mean that people in the southern states would have to help pay the debts of northern states. Is that fair?

Hamilton: All the states fought in the War for Independence. The debts owed must be shared by all. It may well mean that the costs will be greater for some than for others. To help smooth feelings, Congress has agreed to permanently establish the nation's capital in the South on a site to be called Washington, the District of Columbia.

Reporter D: Mr. Secretary, you have proposed a tax on whiskey. This tax will be a hardship for many of our nation's people who can least afford it, particularly those who live on the frontier. Isn't this tax an unfair burden?

Hamilton: Not at all. The new government needs revenue in order to function. The Constitution gives Congress the power to tax in order to pay its debts and to provide the services people need. Those who oppose with force the government's efforts to collect this tax will be met with force. We cannot allow the federal government to be crippled.

Reporter E: Mr. Hamilton, there are already three banks in the nation. Why then do you favor the creation of a national bank with branches at many locations?

Hamilton: Such a bank would firmly establish the federal government's credit with other nations. It would serve as a safe place to store the government's cash, and it would provide much needed paper money. Also, citizens in Massachusetts wouldn't have to travel to Washington, D.C. to deposit or withdraw money from the national bank; they could go to a branch located closer to home.

Reporter F: Mr. Secretary, an increased tax on imports would be a hardship for our citizens who can now buy imported products more cheaply than they can products made in the United States. Why then do you favor a higher tariff?

Hamilton: If American industry is to grow, it must have the support of our people. A tariff will protect our infant industries, and will make the prices of competing imported goods equal to or greater than the prices of American-made goods. As a result, citizens will be more willing to buy products made in our own nation.

Reporter G: Thank you, Mr. Hamilton.

Worksheet 2A, AN INTERVIEW WITH ALEXANDER HAMILTON, (continued)

Exercise:

On a scale of 1 to 5, rate each of Alexander Hamilton's economic policies below in terms of its importance to the growth of the new nation (1 = entirely unimportant, 2 = slightly important, 3 = moderately important, 4 = important, and 5 = very important).

Hamilton's Economic Policies	Importance 1	2	3	4	5	Reasons
1. Pay national government's war debt.						
2. Pay war debts of the states.						
3. Establish national bank.						
4. Pass high tariff.						
5. Levy liquor tax.						

Worksheet 2B

HAMILTON'S POLICIES

Look at the cartoon below and answer the following questions.

Sylvan Hoffman and C. Harley Gratton, News of the Nation: A Newspaper History of the United States (Garden City Publishing Co., 1944), p. 92. Permission pending.

Exercise:

1. Who is the main character in the cartoon?_____

2. What is he doing?_____

3. What are four of the important problems the main character is thinking about?_____

_____

4. What would be a good title for this cartoon?_____

_____

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #3

Theme: Contributions

Focus Question: How did Benjamin Banneker contribute to the development of the new nation?

Background:

It was the new nation's good fortune that a number of gifted individuals, whose talents ranged from political affairs to mathematics and science, contributed substantially to its development. One of these was Benjamin Banneker, a free African-American from Maryland and a respected mathematician and scientist.

Banneker, a self-educated man, used crude tools to construct a clock, the first one made entirely with American parts. Later, he authored a popular almanac that included anti-slavery essays as well as carefully prepared tables giving information about the tides, moon, crops, and sun. Thomas Jefferson was so impressed with Banneker that he sent samples of the almanac to French scientists. When Jefferson wrote to Banneker praising his work, Banneker answered that if all African-Americans were free, many others could contribute to American life and culture.

Banneker, however, is best remembered for the part that he played in the planning of the city of Washington, D.C. Upon Jefferson's recommendation to President Washington, he was appointed to serve on a commission with his Quaker friend, Major George Ellicot. They chose sites for the White House, the Capitol, and many other important government buildings.

By the time Benjamin Banneker died in 1806, Thomas Jefferson was the occupant of the White House in the city that Banneker had helped to plan. Ironically, three years before his death, the state of Maryland had passed a law forbidding free African-Americans, including Banneker, from voting in any election.

Major Idea:

. Even though African-Americans faced oppression, they contributed significantly to the development of the early republic.

Concepts:

. Culture
. Technology

Performance Objectives: Students will be able to:

. Describe the contributions of Benjamin Banneker to the development of the United States.

. Make inferences about Banneker's abilities and skills.

- Evaluate the significance of Benjamin Banneker's accomplishments to the new nation.

Development:

- Distribute Worksheet 3, "Benjamin Banneker Exhibit." Have students read and examine each part of the "exhibit," complete the exercise, and then explain their answers to the following questions:

  - What do we learn about Benjamin Banneker from this exhibit?

  - Why was the writing of Banneker's almanac considered such an important accomplishment in the 1790s?

  - If you were Thomas Jefferson, how would you have reacted to Benjamin Banneker's letter?

  - What abilities and skills would Banneker have needed to accomplish what he did?

  - How did Banneker's accomplishment contribute to the struggle for equality?

  - Which of Benjamin Banneker's accomplishments would you consider to be most important to the development of the new nation?

Follow-up Activities:

- From time to time, the United States Post Office issues commemorative stamps to honor the achievements of great Americans. Phillis Wheatley and Benjamin Banneker have already been so honored. Ask the students: "What Americans do you consider worthy of a commemorative stamp?" Then have them report to the class on Americans worthy of this honor. After students have presented arguments and documentation to the class, have them compose a petition and send it, along with documentation to:

  The Postmaster General
  Postal Service, Public Affairs Division
  475 L'Enfant Plaza West, S.W. Room 10916
  Washington, DC, 20260

- Have students design a museum exhibit of Americans who made contributions to the United States through 1850.

- Students might roleplay an imaginary discussion between Benjamin Banneker and Thomas Jefferson on the omission from the Declaration of Independence of the passage opposing slavery.

- Students might stage a school play on the life and accomplishments of Benjamin Banneker.

Worksheet 3

BENJAMIN BANNEKER EXHIBIT

A museum exhibit focusing on Benjamin Banneker would probably include the following:

EXHIBIT A: INTRODUCTION TO EXHIBIT

Benjamin Banneker was born free in Maryland, November 9, 1731. He learned to read at an early age and spent all of his spare time studying mathematics and science. He became a close friend of George Ellicot, a member of a Quaker family, who lent Banneker scientific books and instruments.

Banneker made the first striking clock to have all American parts. Although he had never seen one, he was able to construct the clock with the only tool he had, a pocket knife. Banneker later published one of the first series of almanacs in the United States. These almanacs won high praise from Thomas Jefferson, then secretary of state, who sent them on to the French Academy of Science.

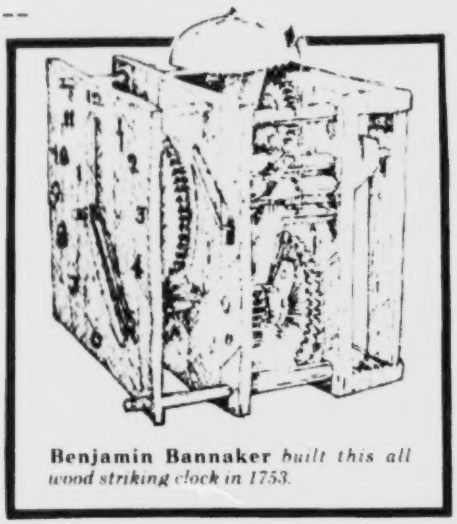
The highest honor given to Banneker, however, was to be asked to serve with Major Ellicot on the commission that surveyed and planned the new capital city of Washington, D.C.

Banneker died in 1806. Three years before his death his home state of Maryland passed a law forbidding free African-Americans, like Banneker, from voting in any election.

EXHIBIT B: PLAN FOR WASHINGTON, D.C.

Daniel J. Boorstin and Brooks Mather Kelley, A History of the United States, (Needham Hts, MA: Ginn & Co., 1986) p. 139.

EXHIBIT C: BANNEKER'S CLOCK -- FIRST CLOCK MADE IN AMERICA



Benjamin Bannaker *built this all wood striking clock in 1753.*

Ellen Swartz and Lessie Rose, The Role of Black Americans in the Development of the United States (Rochester: Rochester City School District, 1985), p. 92.

EXHIBIT D: BANNEKER'S LETTER TO THOMAS JEFFERSON CONCERNING THE ALMANAC

Thomas Jefferson
U.S. Secretary of State

Dear Mr. Jefferson,

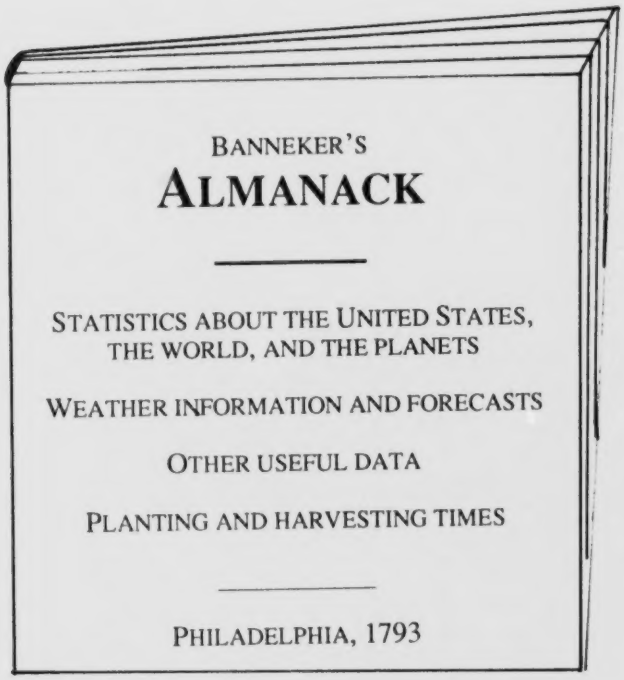
I suppose it is a truth, too well known to you, that we are a race of beings who have long been abused by the people of the world...and that we have hardly been considered human, and lacking in great mental capabilities.

I would hope that my writing of this Almanac would give some indication of the abilities of my people.

Sincerely,

Benjamin Banneker

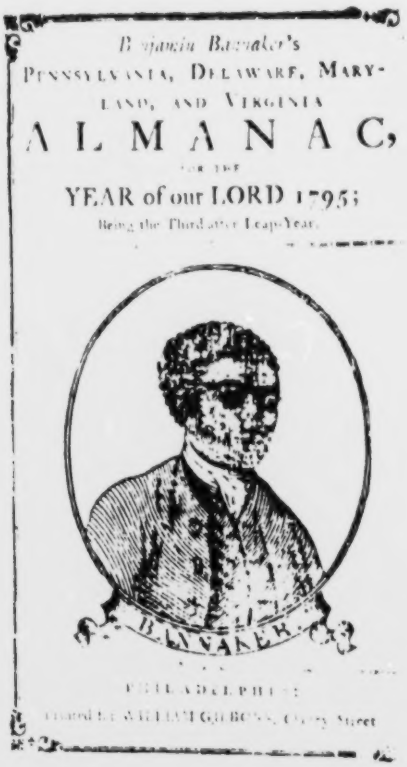
EXHIBIT E: BANNEKER'S ALMANAC



Worksheet 3, BENJAMIN BANNEKER EXHIBIT (continued)

Exercise:

Assume you were asked to write the words that were to appear on a Benjamin Banneker memorial. Based upon what you know about Banneker, write a description which you feel would be appropriate for the memorial.



Langston Hughes, Milton Meltzer, and C. Eric Lincoln, eds., A Pictorial History of Black Americans. (New York: Crown, 1983), p. 76.

_____

_____

_____

_____

_____

_____

_____

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #4

Theme: Contributions

Focus Question: How wise was Washington's foreign policy?

Background:

President Washington felt that the new nation was too vulnerable to survive involvement in the conflicts of other nations, particularly the superpowers of Europe. Claiming inherent executive authority, he established a policy of neutrality that survived as the basis of American foreign policy for much of America's history. Although the United States is today a superpower, some people still advocate the policy of neutrality.

Major Idea:

. Believing it in the best interest of the new nation, Washington established a policy of neutrality that survived as the basis of foreign policy for much of United States history.

Concepts:

. Political System
. Power

Performance Objectives: Students will be able to:

. Explain the international circumstances that led to Washington's policy of neutrality.

. Propose and analyze possible actions that Washington might have taken.

. Assess the appropriateness of Washington's policy of neutrality for the 1790s.

. Evaluate the extent to which a policy of neutrality has relevance today.

Development:

. Distribute Worksheet 4A, "The Question of Foreign Involvement."

. Divide the class into groups of four or five students each. Instruct the groups to read the worksheet and, in the role of Washington's cabinet, complete the chart and prepare to state the advice that they would give the president.

  . Have spokespersons share their group's advice with the class.

  . Distribute Worksheet 4B, "Washington's Foreign Policy." Have students read and explain their answers to the following questions:

    - How did President Washington decide to deal with the question of involvement in the French-English war?

- Why do you think Washington felt that neutrality was in the best "interest of the United States"? What did Washington mean by "neutrality"?

- Was Washington's policy of neutrality a good idea for the new nation? Why or why not?

- Why do you suppose many of Washington's contemporaries criticized the Neutrality Proclamation as a violation of treaty obligation?

- To what extent do you think the United States owes its early survival to George Washington's foreign policy of neutrality?

- Should the president today follow a policy of neutrality like Washington's? Explain.

. Distribute Worksheet 4C, "Washington's Farewell Address." Have students work in pairs to complete the worksheet exercise. Then have students explain their answers to the following questions:

- What is Washington saying here?

- How can you explain Washington giving this advice at the time?

- What do you think Washington meant when he said, "Being so distant from Europe allows us to develop without interference. Why forego this advantage?"

- Most of Washington's speech had nothing to do with foreign affairs. How can you explain why this is the part which is most remembered?

- If Washington were alive today, would he think that we have followed his advice regarding foreign affairs?

- Should we follow Washington's advice today?

. Distribute Worksheet 4D, "An Editorial About Washington." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What is this person saying about Washington?

- Is he a supporter or an opponent? How can you tell?

- What evidence does he present to support his opinion?

- Do you think that the criticism of Washington here is fair? Why or why not?

Worksheet 4A

THE QUESTION OF FOREIGN INVOLVEMENT

Just ten weeks after George Washington's first inauguration in 1789, a revolution broke out in France. The revolutionaries were inspired by some of the ideas expressed in the American Declaration of Independence. They stated their goals in the ringing cry, "Liberty, Equality, Fraternity."

Unfortunately, the French Revolution soon became a bloodbath. The leaders of the new French Republic beheaded thousands of people in the upper classes and nobility, including King Louis XVI and Queen Marie Antoinette.

It was impossible for people in the neighboring countries to remain indifferent. Many, particularly the ruling classes, were filled with horror. They feared that revolution might spread to their own countries. By 1793, in response to this widely expressed concern, the governments of Great Britain and other European countries went to war with the new French government.

What policy toward this situation should the United States have adopted? According to a treaty which had been made with the French monarchy in 1778, the United States was obliged to defend the French West Indies which in 1791 had been diminished when the Black people of one colony, Haiti, most of them slaves, rose up in revolt against the French and succeeded in winning their independence. But if the United States aided France, it would soon find itself at war with Great Britain. The new nation was not prepared for armed conflict on either land or sea.

Exercise:

The year is 1793, and you are a member of George Washington's cabinet. The president has asked for your advice concerning the problem of the French-English conflict. Complete the chart below and then prepare to state your advice to the president.

What Foreign Policy Should the New United States of America Adopt?

Possible Actions	Advantages	Disadvantages
Honor the treaty with France.		
Side with the British.		
Declare neutrality; do not take sides.		

Worksheet 4B

WASHINGTON'S FOREIGN POLICY

On April 22, 1793, President Washington issued the following proclamation, which is adapted below:

A Proclamation of Neutrality

Whereas it appears that a state of war exists between Austria, Prussia, Sardinia, Great Britain, and the United Netherlands on the one part and France on the other, the duty and interest of the United States require that we should remain friendly to both sides.

Therefore I warn all citizens of the United States carefully to avoid all actions which may seem to take sides among the warring parties.

And I do hereby make known that anyone who helps the war effort of any of the parties or who provides them with forbidden merchandise will not be protected by the United States from punishment.

Worksheet 4C

WASHINGTON'S FAREWELL ADDRESS

While most of Washington's farewell address dealt with problems in this country, it is most remembered for the advice given relating to foreign affairs.

> The great rule of conduct for us in regard to foreign nations is, in extending dealings related to business and trade, but to have with them as little political connection as possible. So far as we have formed alliances and made agreements let them be fulfilled. Here let us stop.
>
> Europe has a set of interests, which have little relation to us. Therefore the nations of Europe are involved with frequent controversies which should be none of our concern. Being so distant from Europe allows us to develop without interference. Why forego this advantage by tying ourselves to the happenings in another country.
>
> It is our true policy to steer clear of permanent alliances with any portion of the foreign world.

Exercise:

In space A below, write the main idea put forth by Washington in his farewell address. In spaces B and C, write two ideas that support the main idea.

A. _____

B. _____

C. _____

Worksheet 4D

AN EDITORIAL ABOUT WASHINGTON

When President Washington left office, Benjamin Franklin's grandson wrote the editorial below. After reading the editorial, complete the exercise that follows.

> If there ever was a time to rejoice it is today. For the man [George Washington] who is the source of all the misfortunes of our country as of today no longer has the power to multiply evils upon the United States.
>
> If ever there was a time to rejoice, this is the moment. Every heart desiring freedom and happiness should beat high. As of today, political tyranny and corruption will no longer be allowed in the name of Washington. A new era is opening for us -- an era which promises much to the people. Public projects must stand upon their own merits and questionable projects can no longer be allowed merely because of Washington's name.
>
> When the Washington administration is examined in the future, people will wonder how was it that in eight years a single individual could do so much to endanger the principles of Republicanism and put the public's liberty in jeopardy. Such, however, are the facts, and with these staring us in the face, this day ought to be a jubilee in the United States.

Exercise:

In the space below, write three sentences which best express the writer's opinion of Washington.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Adapted from: Philadelphia Aurora, March 6, 1797, in Alan Nevins, ed., American Press Opinion (1928), pp. 21-22.

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #5

Themes: Contributions, Struggle for Equality

Focus Question: Which political party's program was best for the young nation?

Background:

George Washington was opposed to the idea of political parties because he felt they would be divisive to the new nation. However two rival parties, the Federalists, led by Alexander Hamilton and John Adams, and the Democratic-Republican party, led by Thomas Jefferson, emerged during the 1790s.

The parties differed in their philosophies as to who should rule the country -- an elite group, or the "common people." They also disagreed as to the role of the national government in relation to the states.

The battle between the Federalists and the Democratic-Republicans did not end with the election of the Federalist presidential candidate, John Adams, in 1796. An ardent group of Federalists brought about the passage of a series of laws known as the Alien and Sedition Acts. The Acts aroused great opposition from the Democratic-Republicans who received much support from newly arrived immigrants, and therefore viewed the acts as politically motivated to destroy their electoral base. Already at this early period in the nation's history, fear of immigrants on the part of many Americans was evident.

Major Ideas:

. Victory in the Revolution helped ensure the idea that the United States was a republic wherein each CITIZEN had obligations and a duty to participate in the POLITICAL SYSTEM.

. As American society CHANGED, a series of practices and procedures evolved into an an "unwritten constitution."

Concepts:

. Change
. Citizenship
. Political System
. Power

Performance Objectives: Students will be able to:

. Explain the emergence of political parties in the new nation.

. Compare and contrast the ideas of Hamilton and Jefferson.

. Make inferences about the motivations behind passage of the Alien and Sedition Acts.

. Evaluate which political party was better suited to the needs of the young nation.

Development:

. Distribute Worksheet 5A, "Hamilton and Jefferson Debate the Issues." Have students read the worksheet, complete the exercise and explain their answers to the following questions:

- What is this worksheet about?

- What issues confronted America as a new nation?

- What are Alexander Hamilton's ideas about the powers of the national government? The growth of the economy? The people in positions of leadership?

- What are Thomas Jefferson's views on these issues?

- How do the views of Hamilton and Jefferson compare?

- Why would the viewpoints of these two leaders lead to the development of political parties?

- If you lived in America in the year 1800, with which political party -- Hamilton's or Jefferson's -- would you have aligned yourself? Why?

- Which political party would better serve the needs of the new nation? Why?

- To what extent is the existence of political parties good for America?

. Distribute Worksheet 5B, "Alien and Sedition Acts." Have students read, complete the exercise and explain their answers to the following questions:

- What were the Alien and Sedition Acts?

- Why do you think these acts were passed?

- The Democratic Republicans received much of their support from newly arrived immigrants. How does this fact help explain the passage of laws directed against aliens?

- How could the Federalists use the Sedition Act to keep the Democratic Republicans out of power and themselves in power?

- Is the Sedition Act a violation of the First Amendment? Why or why not?

- From the Naturalization and Alien Acts of 1798, what can we conclude about the attitudes held by many Americans at that time toward foreigners? Explain.

- Today an immigrant must live in the United States for at least five years before he or she can become a citizen. Should more time be required? Less time? Explain.

- Are there any laws in existence today which were politically motivated? Explain.

Follow-up Activities:

- Have students conduct interviews with Hamilton and Jefferson based on the information on the worksheet. Have students prepare questions and address them to the students playing Hamilton and Jefferson. Encourage students to have responses consistent with information provided on the worksheets.

- Students might seek and find a way to educate people in their community about the positions of political parties today on the various issues.

- Students can volunteer to work for a political party of their choice in the local community.

- Students might stage a debate between Hamilton and Jefferson.

- Posters can be designed supporting or opposing one feature of either Hamilton's or Jefferson's program.

Worksheet 5A

HAMILTON AND JEFFERSON DEBATE THE ISSUES

The following quotations show the viewpoints of Hamilton and Jefferson on some of the most important issues of their day. After reading, complete the exercise that follows.

Hamilton's Platform	Jefferson's Platform
"The national government must act directly on behalf of the people and not rely on states to execute its resolution. The majesty of the national authority must be enforced by the Federal Courts."	"Resolved that whensoever the national government assumes undelegated powers, its acts are unauthorized, void, and of no force."
"To progress, our government must be able to employ all means necessary to attain our legitimate goals."	"That all powers not delegated to the national government by the Constitution, nor prohibited to the states, are reserved to the states or to the people."
"Manufacture will create employment and revenues that will improve the well being of all sectors of the economy including farmers -- manufacturing will provide cheaper goods and create a more profitable outlet for its produce."	"We have an immensity of land. Farming is after all a way of life that is ordered by God. This is my land and it will be my children's."
"A strong executive is the nerve center of a government. A powerful president can check the licentiousness (excesses of freedom) and foolishness of the people."	"I am an enemy of monarchy, from what I observed there is scarcely an evil in the countries of Europe that cannot be traced to the king as its source."
"The rich and wealthy must have a strong and permanent voice in the government. The people are turbulent (disorderly) and changeable and therefore, they must be ruled by the well born."	"That form of government is best that provides for the leadership of natural aristocrats, the elite of virtue and talent."

Exercise:

For each of the situations listed below check (✓) whether it would be approved by Jefferson or Hamilton then briefly state your reason in the space provided.

Situations	Approved by Hamilton	Approved by Jefferson	Reason
Congress allows state legislatures to exercise control over public schools.			
New industries want government protection so that they can compete with industries in other countries.			
Congress creates a national bank -- a power not listed in the Constitution.			
A poor person who becomes a successful lawyer wants to run for United States president.			

Worksheet 5B

ALIEN AND SEDITION ACTS

The election of 1796 resulted in a victory for the Federalist presidential candidate John Adams. However, the battle between Federalist and Democratic-Republican political parties continued. When the Federalists brought about passage of the laws excerpted below, the Democratic-Republicans viewed them as politically motivated and unconstitutional.

Next to each law, check (✓) whether you would favor or oppose that law. Then explain your reasons.

	Favor	Oppose	Explanation
Naturalization Act of 1798 Be it enacted that no immigrant can become a citizen until he or she has lived within the United States for fourteen years.			
Alien Act of 1798 Be it enacted that the President can expel any foreigner he shall judge dangerous to the peace and safety of the United States.			
Alien Enemies Act of 1798 Be it enacted that whenever there shall be a war between the United States and any foreign nation, all natives and citizens of the hostile nation, being males of age of fourteen and up, who shall be within the United States but not naturalized, shall be apprehended and removed from the country as alien enemies.			
Sedition Act of 1798 Be it enacted that if any person shall write, print, utter, or publish any false and malicious writing or writings against the government of the United States, or either the Congress or the President...or excite against them the hatred of the people of the United States, for opposing or resisting any law of the United States...then such person, if convicted, shall be punished by a fine not exceeding two thousand dollars, and by imprisonment not exceeding two years.			

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #6

Theme: Struggle for Equality

Focus Question: How did Thomas Jefferson's election mark a step forward toward increasing participation in American government?

Background:

During the presidency of John Adams, the Federalist party seemed to be the strongest party in the new nation. Congress was controlled by Federalists, and the voters supported many of their policies. However, the Sedition Act, passed by the Congress in 1798 to weaken and punish the Republican opposition, made it a crime for anyone to speak out or write against the federal government. This turned many Americans against the Federalists and their president, John Adams.

Encouraged by this turn of public opinion, the Democratic Republicans looked forward to the election of 1800. The Democratic Republicans chose Thomas Jefferson as their candidate. The Federalists once again selected John Adams. The bad feelings between Democratic Republicans and Federalists were expressed in the election campaign. Attacks and insults on both sides were scathing.

An article in a Federalist newspaper warned that to elect Jefferson would be "equivalent to Revolution." Jefferson picked up on this comment when at the conclusion of his presidency he claimed that, indeed, his election did represent "the revolution of 1800" -- meaning a change from the aristocratic ways of the Federalists toward a government more inclined to serve the interests of the majority of Americans. It should be noted that although forward looking for his time, Jefferson himself was a slaveholder.

Major Ideas:

. Victory in the revolution helped ensure the idea that the United States was a republic wherein each CITIZEN had obligations and a duty to participate in the POLITICAL SYSTEM.

. The early years of the new nation saw a series of challenges to its stability and existence.

Concepts:

. Change
. Citizenship
. Political System

Performance Objectives: Students will be able to:

. Describe the principles of democratic government stated by Thomas Jefferson in his inaugural address.

. Draw conclusions about the degree to which the United States today has fulfilled the goals of democratic government as articulated by Jefferson.

Development:

. Distribute Worksheet 6, "Thomas Jefferson." Have students complete the exercise on the worksheet, then have them explain their answers to the folowing questions:

- What is Jefferson saying here?

- What does Jefferson mean when he says, "We are called by different names but we share the same principles, we are all Federalists, we are all Republicans"? As a member of the Federalist party, Jefferson's opposition, how would you feel about hearing this speech?

- How can you explain why many of the common people believed that Jefferson's revolution represented a victory for them. If you were part of this group how would hearing Jefferson's speech make you feel?

- Which of the principles stated by Jefferson are most important for democratic government?

- How far has the United States come in achieving the goals stated by Jefferson?

- Why did many people describe Jefferson's election as a revolution? How revolutionary are his words?

- Consider that the democratic principles described here did not apply to African-Americans, Native Americans, or women. If you were a member of any of these groups how would you have reacted to Jefferson's speech? Explain.

Follow-up Activities:

. Have a student, in the role of Jefferson, attend a press conference in 1800 of Native Americans, African-Americans, and women, where members of these groups question Jefferson and state what they would like the new president to do for them.

Worksheet 6

THOMAS JEFFERSON

The election of 1800 in which Thomas Jefferson became president marked the first time that power changed hands from the Federalists to the Democratic-Republicans. Some people called the election a "revolution" to indicate the great changes they anticipated. Jefferson's inaugural address appears below, in which he describes what he believes to be the most important principles of American democracy. (Note that although Jefferson was a slaveholder, he was considered a champion of democracy. The words below did not apply to African-Americans, Native Americans and, to some degree, women). Complete the exercise which follows.

> Friends and Fellow Citizens:
>
> Let us, then, fellow citizens, unite with one heart and one mind. We are called by different names but we share the same principles. We are all Republicans; we are all Federalists.
>
> I think you should understand what I think are the essential principles of our government: equal and exact justice to all men, of whatever state or persuasion, religious or political; peace, trade and honest friendship with all nations, entangling alliances with none; the support of state governments in all their rights, as the body most able to attend to local needs; absolute willingness to abide by the decisions of the majority while recognizing that the minority possesses equal rights which equal law must protect; encouragement of farming and trade; freedom of religion, freedom of the press; trial by juries impartially selected.

Adapted from Thomas Jefferson, "First Inaugural Address," 1801.

Exercise:

Place a number from 0-5 in the space provided below to indicate how far the United States has come today to meeting the goals of democratic government as stated by Jefferson. If you are not sure, place "NS" in the space.

Goals of American democracy as stated by Jefferson. Jefferson	0 - 1 - 2 - 3 - 4 - 5 Not achieved — Fully achieved
1. Equal and exact justice for all.	_____
2. Trade and honest friendship with all nations; entangling alliances with none.	_____
3. Support of state governments, as the body most able to attend to local needs.	_____
4. Freedom of religion.	_____
5. Freedom of the press.	_____

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #7

Theme: Contributions

Focus Question: How did John Marshall strengthen the role of the Supreme Court?

Background:

John Marshall, a Federalist, was appointed chief justice of the Supreme Court by John Adams in 1801. Until his death in 1835, Marshall, through his landmark decisions, shaped the role of the Supreme Court in our system of government.

Chief Justice Marshall always favored a strong central government. He took advantage of the growing spirit of nationalism and led the Supreme Court in a number of decisions that increased federal power.

Major Ideas:

. The United States Constitution has endured, with relatively few modifications, because of built-in procedures which accommodated CHANGES in American society.

. As America's society CHANGED, a series of practices and procedures evolved into an "unwritten constitution."

Concepts:

. Change
. Power

Performance Objectives: Students will be able to:

. Define judicial review.

. Explain the key issues in Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden.

. Analyze how Marshall's decisions strengthened the role of the Supreme Court.

Development:

. Distribute Worksheet 7A, "Marshall's Decisions Impact on the New Nation." Have students, working in pairs, read the worksheet and complete the exercise. Have students explain their answers to the following questions:

  - What does this worksheet tell us about John Marshall's role as chief justice of the United States Supreme Court?

- How did John Marshall strengthen the role of the Supreme Court?

- According to the Marbury v. Madison decision, if a law conflicts with the United States Constitution, which one is valid?

- Does the right of judicial review (the Supreme Court's right to declare a law unconstitutional) give the court too much power? Why or why not?

- According to the decision in McCulloch v. Maryland, can the federal government establish a national bank when the Constitution does not specifically mention a bank? How does John Marshall explain his decision in this case?

- According to the decision in Gibbons v. Ogden, what is the relationship between a state law and a federal law passed by Congress? Do you agree with this decision? Why or why not?

- To what extent do Marshall's decisions strengthen the powers of the federal (national) government? How do you think Jefferson would have reacted to Marshall's decisions? Hamilton?

- John Marshall has been hailed as a great chief justice and great American. Is he worthy of such honors? Why or why not?

. Distribute Worksheet 7B, "John Marshall's View of the Constitution." Have students study the two cartoons, complete the exercises and explain their answers to the following questions:

- What is Cartoon 1 about?

- What is meant by the "doctrine of implied powers" mentioned in the title?

- Why is Marshall showing us this special part of the Constitution using a magnifying glass?

- If you lived in the United States in the early 1800s, would you have agreed with John Marshall that Congress's powers include more than those that are enumerated in the United States Constitution? Why or why not?

- How would you compare Cartoon 2 to Cartoon 1?

- To what extent does Cartoon 2's picture of the federal government as a "mighty tree" hold true today?

- Is the title "The Supreme Court Upholds the Expanding Powers of Federal Government" a good one for this cartoon? Why or why not?

<u>Follow-up Activities</u>:

. Have students imagine that John Marshall has been nominated today for a position on the Supreme Court. Have students roleplay a Senate confirmation hearing in which Marshall's views on current issues are ascertained.

. Students might read and then prepare a simulation of the Marbury court hearing, after deliberating on one or more of these cases.

Worksheet 7A

MARSHALL'S DECISIONS IMPACT ON THE NEW NATION

Read the excerpts from these Supreme Court cases. Then complete the exercise that follows.

Case 1: Marbury v. Madison, 1803

Question: Can the Supreme Court declare an act of Congress unconstitutional?

Background: In his last hours as president, John Adams appointed William Marbury to be a justice of the peace in Washington, D.C. When Thomas Jefferson succeeded his rival Adams in office, the new secretary of state, James Madison, refused to carry out Adams's appointment, citing procedural technicalities. Marbury asked the United States Supreme Court to order Madison to confer the appointment. Congress had given the Court the power to order such an appointment in the Judiciary Act of 1789.

Decision: The Court found that a legislative act that goes against the Constitution is not lawful. The Constitution does not give the Supreme Court power to grant commissions such as Marbury's. Since it is the duty of the judicial branch to say what the law is, not to order or enforce appointments made by the executive branch, the Court found that the Judiciary Act of 1789 was unconstitutional. The Supreme Court has the power to decide whether a law is constitutional.

When an act of Congress conflicts with the Constitution, the Constitution is superior to any ordinary act of the legislature, and so the Constitution -- not the ordinary act -- must govern the case to which they both apply.

Case 2: McCulloch v. Maryland, 1819

Question: Does Congress have the power to establish a bank?

Background: Congress established a second national bank in 1816. Soon there were branches of the United States bank in other states. Private banks in the state of Maryland did not like having to compete with a national bank. Their state legislature voted to tax the bank. When the United States bank refused to pay the tax, the Maryland State Legislature sued its cashier, James McCulloch.

Decision: The government of the Union is a government of the people. This government has been given certain powers, which are listed in the Constitution. This list does not include the power to establish a bank, for the Constitution does not require that every power of the government be spelled out there. However, according to the clause allowing the government to do whatever is "necessary and proper" to achieve the goals of the Constitution, the national bank is constitutional. Furthermore, a state cannot tax or restrict the bank because the "power to tax involves the power to destroy."

If the purpose of an activity is within the scope of the Constitution, all means to carry out the activity are constitutional unless the Constitution expressly forbids them.

Case 3: Gibbons v. Ogden, 1824

Question: Within the United States, which laws take precedence -- the nation's or the state's?

Background: Aaron Ogden and Thomas Gibbons both operated steamboats that shipped goods from one port to another. Ogden claimed that his license from New York State gave him exclusive authority to operate his line on the Hudson River between New York and New Jersey ports. He sued Gibbons, a rival, who had a federal (United States government) license to operate his steamboats in the same region.

Decision: The Court found in favor of Gibbons. The Constitution is supreme law. In every case in which the Constitution is obeyed, the act of Congress, or the treaty, is supreme; and the law of the individual states must yield to it. This includes state licenses granted under state law.

Adapted from: The Opinion of Chief Justice Marshall, Gibbons v. Ogden, 1824.

Exercise:

Complete the chart below.

Supreme Court Decisions

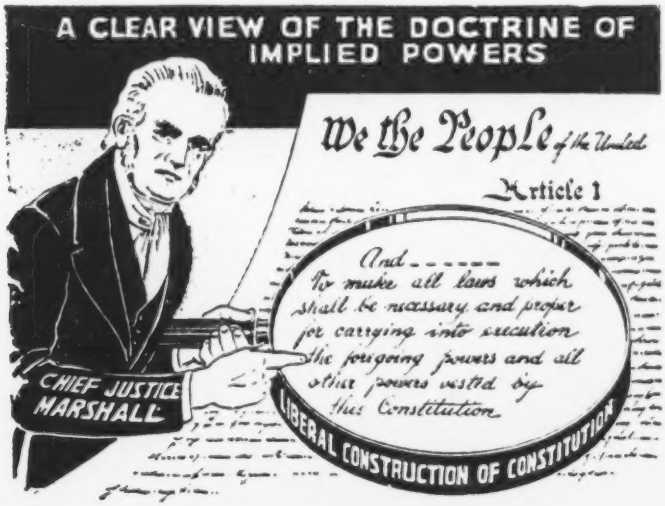
Name of Case	Legal Issue Involved	Decision Reached	Effect on Federal Government Power
Marbury v. Madison			
McCulloch v. Maryland			
Gibbons v. Ogden			

Worksheet 7B

JOHN MARSHALL'S VIEW OF THE CONSTITUTION

Read these cartoons to gain a clearer understanding of how John Marshall, the chief justice of the United States Supreme Court from 1801-1835, interpreted the Constitution. Then answer the questions.

Cartoon 1



1. Who is holding the magnifying glass? _____

2. What document is he reading? _____

3. Why is the "fine print" so important for this man to read? _____

_____

_____

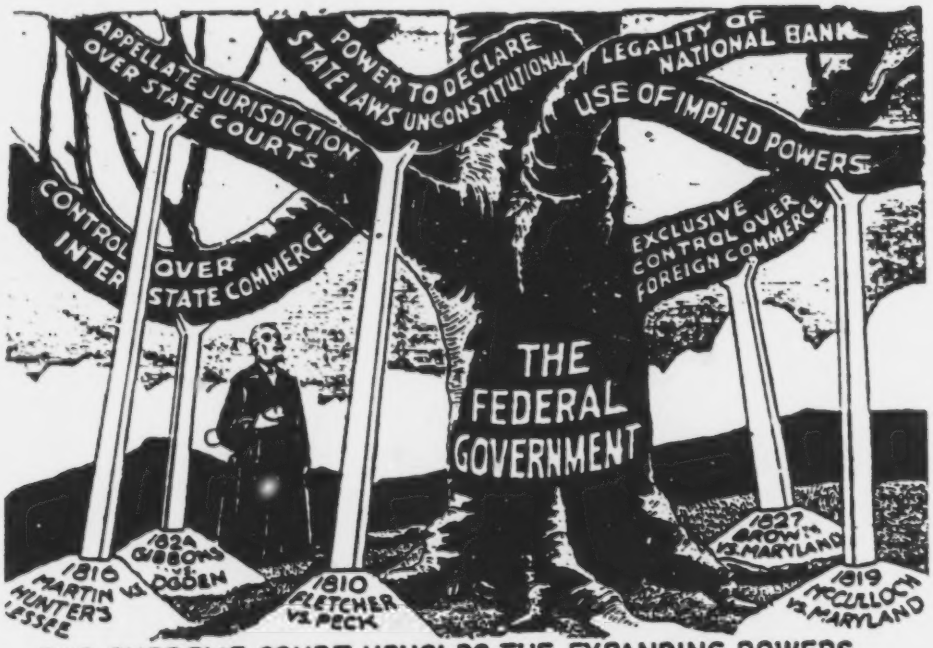
4. In your own words, write John Marshall's view of the Constitution.

_____

_____

_____

Cartoon 2



THE SUPREME COURT UPHOLDS THE EXPANDING POWERS OF THE FEDERAL GOVERNMENT

1. What is the title of this cartoon? _____

2. Which power of the federal (national) government is being upheld in each of these cases?

   A. Fletcher v. Peck _____

   B. Gibbons v. Ogden _____

   C. McCulloch v. Maryland _____

3. Explain why the "tree," which represents the federal government, appears to be growing stronger.

   _____

   _____

   _____

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #8

Theme: Contributions

Focus Question: How wise was the purchase of the Louisiana Territory?

Background:

Shortly after Thomas Jefferson became president of the United States in March of 1801, word reached him that Napoleon was about to take control, from Spain, of the immense Louisiana Territory, including New Orleans. The news caused much worry among Americans, especially Westerners, who wanted control of this valuable region for themselves and who were uninhibited by the fact that this area was alredy long peopled by more than one hundred American Indian nations -- among these the Shoshone, the Chippewa, the Winnebago, the Chinook, and the Dakota.

Jefferson understood that Napoleon, the iron-fisted military genius of his age, could present a direct threat to the territorial safety of the young United States. The threat became real in the fall of 1802, when Spanish officials, just before handing over Louisiana to Napoleon, stopped the right of deposit for American goods being shipped down the Mississippi River. The right of deposit had allowed Americans to leave their products in New Orleans to await shipment on seagoing vessels. Deposit privileges were vital to frontier farmers. By winter, there were newspaper reports of direct military action by Westerners to capture New Orleans. Some states even threatened to secede from the Union unless the government did something about the French control of Louisiana. A short time later, there were rumors that the French government was preparing to close the Mississippi River to Americans.

As president of the United States, Jefferson knew there was one possible solution to the problem -- he could attempt to buy New Orleans from France. To Jefferson's surprise, Napoleon offered not only New Orleans but the entire Louisiana Territory. Napoleon's motivation to sell such a vast area of land stemmed from a number of factors including: a need for money to finance France's war with England, and the fact that under the leadership of Toussaint Louverture, the Black people of Haiti, most of them slaves, had successfully risen in revolt against the French. Without a strong naval base in Haiti, France could not maintain control of Louisiana. The price, which Americans would pay for all of Louisiana, was 15 million dollars. However, the Constitution did not expressly grant the government power to buy land. Jefferson did not want to do what he had always criticized the Federalists for doing: going beyond the specifically expressed powers granted by the Constitution.

His position on strict construction of the Constitution notwithstanding, Jefferson decided to ask Congress to vote the money to purchase Louisiana. The territory of the United States was thereby doubled. The purchase of what explorers would discover to be some of the richest land in the nation made it possible for Americans to keep going west -- far across the Mississippi. The Louisiana Purchase also made possible the future addition of states to the Union, and eventually the creation of a two-ocean, continent-wide nation. While the wisdom of this purchase for the future development of the United States seems certain in retrospect, the many Native American people living in the Louisiana Territory during the early 1800s would present a different view.

Major Idea:

. The first years of the new nation saw a series of trials and tribulations which vastly expanded the country's territorial boundaries and helped establish future goals and practices.

Concepts:

. Change
. Political System

Performance Objectives: Students will be able to:

. Locate the Louisiana Territory and identify the new boundaries of the United States that resulted from its purchase.

. Analyze the constitutional question related to the purchase of the Louisiana Territory.

. Evaluate the wisdom of the Louisiana Purchase for the future development of the United States.

. Analyze the Shoshone Nation's perspective on Lewis and Clark's exploration of the Louisiana Territory, and their contribution to that endeavor.

Development:

. Distribute Worksheet 8A, "Thomas Jefferson's Dilemma."

. Divide the class into small groups. Have each group read and complete the "decision chart" on the worksheet. Have the groups share the decisions they would have made.

. Tell students that Jefferson decided to reverse his position on strict interpretation of the Constitution and ask Congress to vote the money to purchase Louisiana.

. Have students explain their answers to the following questions:

- How did Thomas Jefferson's decision compare with the decision you would have had him make?

- Why was the decision to purchase the Louisiana Territory a difficult one for Jefferson?

- Should President Jefferson have kept his promise to the American people and based his decision on what is specifically allowed by the Constitution?

- Do you think that a president should violate his promises to the people when he thinks doing so would be in the best interest of the country?

- A factor that did not enter into Jefferson's decision was that Louisiana was already peopled by over 100 American-Indian nations, none of whom were consulted in any land transactions. Was the United States justified in purchasing territory without the consent of the people living there? Explain.

. Distribute Worksheet 8B, "The Riches of the Louisiana Territory." Have students examine the map and complete the exercise. Then have students explain their answers to the following questions:

- What information does this map tell us about the Louisiana Territory?

- What important resources were acquired as part of the Louisiana Purchase?

- Why were the ports acquired as part of the Louisiana Purchase important?

- If Jefferson had seen this map before deciding to accept Napoleon's offer, how might it have affected his decision?

- How wise was Jefferson's decision to purchase the Louisiana Territory for the future development of the United States?.

. Distribute Worksheet 8C, "Jefferson's Orders to Meriwether Lewis." Have students complete the exercise, then have them explain their answers to the following questions:

- Why did President Jefferson want Lewis and Clark to explore the Missouri and other rivers?

- What did Jefferson say he wanted Lewis to learn about the people he would meet?

- Why do you think Jefferson wanted to know these things about the people living in this region?

- What other kinds of information did Jefferson want Lewis and Clark to gather?

- Why did Jefferson urge Lewis to be friendly to the Native Americans?

- What evidence can you find in the letter that Jefferson did not really respect the right of Native Americans to live on the land?

- What can we learn about Jefferson from the instructions that he left for Meriwether Lewis?

. Distribute Worksheet 8D, "Sacagawea Assists Expedition to Louisiana Territory." Have students read the worksheet and complete the exercise.

. Based on the information from the interview, have students roleplay scenes in which Sacagawea assisted Lewis and Clark in their meetings with the Shoshone and the Chinook. Then have students explain their answers to the following questions:

- What does this interview tell us about Sacagawea's role in exploring the Louisiana Territory?

- Why would a woman be included in an expedition of uncharted territory?

- How was Sacagawea's knowledge of Shoshone ways and territory helpful to Lewis and Clark?

- How do you think Sacagawea felt when she was reunited with her family? When the party reached the Pacific?

- What do you think was Sacagawea's greatest contribution to the expedition? Why?

. Distribute Worksheet 8E, "Shoshone Meet the Expedition Party." Have students read the account, and explain their answers to the following questions:

- What does this account tell us about the Shoshone's reactions to Lewis and Clark?

- What were the Shoshone's first impressions of Lewis and Clark?

- Why did the Shoshone soon become fearful?

- How was "mutual confidence" finally established between the Lewis and Clark party and the Shoshone?

- If you had been a Shoshone at the time of the Lewis and Clark expedition, how would you have reacted to meeting them? Why?

Follow-up Activities:

. Students can write for material on the Lewis and Clark expedition at the following address:

Museum of the Expanding West
St. Louis, MO

. Students can research and create a "museum exhibit" of several "cases," highlighting the Lewis and Clark expedition.

. Students might research and report on York, an African-American member of Lewis and Clark's expedition party. Students should try to find out the Shoshone's reaction to him.

Worksheet 8A

THOMAS JEFFERSON'S DILEMMA

You are President Thomas Jefferson and you have just received the following letter from your minister to France. Read the letter and follow the directions.

United States Embassy
Paris, France
March 18, 1802

The Hon. Thomas Jefferson, President
The White House
Washington, D.C.

Dear Mr. President:

I trust this letter finds you in good health. I wish to report on negotiations regarding the purchase of New Orleans. Napoleon now offers to sell to the United States the entire Louisiana Territory, including the port of New Orleans for 15 million dollars. He requires an immediate answer to this offer which may well be withdrawn. As you and the Congress decide whether to accept this offer, please consider the following:

(1) At present, French control of this area places a foreign military power on our Western frontier.

(2) Should Napoleon reopen his war with England, for which he now needs money, the British fleet could capture New Orleans and that entire territory, resulting in the presence of an even stronger military power.

(3) Our Mississippi River commerce requires American control of New Orleans so that farm products and goods may be shipped without interference.

(4) Our government's purchase of this territory, however, would mean going beyond the powers specifically granted in the Constitution. This would bring much criticism from your followers and enemies alike, as you have always agreed to strict construction of the Constitution.

Mr. President, after considering the wealth and size of the Louisiana Territory, the constitutional legalities involved, and the need to make an immediate decision, I advise that this offer is a bargain and urge its purchase by our government.

Respectfully,

Robert R. Livingston

Exercise:

There are several possible courses of action open to President Jefferson, which are listed in the left column below. In the middle and right columns, fill in reasons in favor of each course of action and reasons against each course of action. Then choose one of these possibilities or make up another one as the best choice. At the bottom of the chart, give the reasons for your choice.

Possigle Courses of Action	Reasons for this Decision	Reasons Against It
Do nothing and let the Western states attack New Orleans on their own to gain control of that port city.		
Negotiate with Napoleon in order to convince him to reopen New Orleans to shippers in the western states without purchasing any territory.		
Try to purchase only New Orleans from Napoleon.		
Accept Napoleon's offer and purchase the entire Louisiana Territory, including New Orleans.		

(Students may offer another choice)

_____

_____

_____

My Choice as the Best Move for the United States: _____

_____

Reasons: _____

_____

_____

_____

Adapted from: William E. Pulliam, William L. O'Neill, Clair M. Bowman, America Rediscovered: Its Foreign Affairs (Boston: Houghton Mifflin, 1977), pp. 58-60. Permission pending.

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Worksheet 8B

THE RICHES OF THE LOUISIANA TERRITORY

The Louisiana Purchase provided the United States with a wealth of natural resources of which not even Thomas Jefferson was aware at the time the land was bought. An indication of these riches appears in the map below.

Al Tartar (Henry Watts Studio) Appearing in Bernard DeVoto, "The Louisiana Purchase," Collier's Magazine, 1953, p. 6
Reprinted by Esso Standard Oil Company.

Al Tartar (Henry Watts Studio), in Bernard De Voto, "The Louisiana Purchase," (Collier's Magazine, 1953), p. 6. Permission pending.

Worksheet 8B, THE RICHES OF THE LOUISIANA TERRITORY (continued)

Exercise:

1. What is the title of this map?_____

2. What important resources are represented by the following symbols?

_____ _____

_____ _____

_____ _____

_____ _____

3. What states were created from the territory?_____

_____

4. Which of these states would be discovered to have large supplies of petroleum?_____ _____ _____

5. Which Mississippi River ports were parts of the territory?

_____ _____ _____

6. What does this map tell us about the wisdom of Jefferson's purchase?

_____

_____

Worksheet 8C

JEFFERSON'S ORDERS TO MERIWETHER LEWIS

In 1803 the United States doubled its size by purchasing the Louisiana Territory from France. Then President Jefferson sent the Lewis and Clark expedition to explore Louisiana and the new American West. Jefferson wanted to find out what he had bought. He also wanted to gain more knowledge about the Pacific Coast area. What follows is the letter of instruction he sent to Meriwether Lewis.

June 20, 1803

Meriwether Lewis, Esquire,
Captain of the First Regiment of Infantry
of the United States of America

Dear Capt. Lewis:

Your mission is to explore the Missouri and other rivers to find the best water routes across the continent. Be careful that the measurements and records you keep are correct and complete. Write your records on birch bark. Dampness destroys paper, but it cannot hurt birch bark.

Learn all you can of the people you meet: their languages, jobs, food, clothes. Find out what diseases they have and their remedies for them. Learn about their laws, customs, and how they get along with other peoples.

Pay special attention to the following:
- The soil and the lay of the land.
- Fruits, vegetables, and animals, especially those not already known in the United States.
- Minerals, metals, and volcanic appearances.
- Climate. Keep a record of temperatures, the number of rainy, cloudy, and clear days. Notice the dates when flowers begin to bloom or trees lose their leaves. Keep a record of when birds, reptiles, and insects appear.

Be friendly. Let them know the United States wants to be neighborly, friendly, and useful to them. Let them know we want to trade with them. If any of the important Indian chiefs would like to come to visit the United States, arrange for their visits at the expense of the United States government.

Take some vaccine with you. Encourage the Indians to use that vaccine to prevent smallpox. Be sure to do this where you spend the winter, to protect your Indian hosts.

> Don't feel you have to complete the journey, if it becomes too difficult or if you meet warlike people. We value too much the lives of our citizens. Return with less information, if need be. But bring yourself and your party back safely.
>
> Thos. Jefferson

Adapted from: Margaret Stimmon Branson, Inquiry Experiences (Lexington, MA: Ginn and Company, 1970), pp. 50-52. Permission pending.

Exercise:

For each presidential order in Column A, indicate one problem in Column B that might have been anticipated by Lewis and Clark.

A Presidential Orders	B Anticipated Problems
1. Explore Missouri River and other rivers.	
2. Learn about people you meet.	
3. Identify fruits, vegetables, animals, minerals, and metals.	
4. Arrange for chiefs to visit Washington, D.C.	
5. Return safely.	

Worksheet 8D

SACAGAWEA ASSISTS EXPEDITION TO LOUISIANA TERRITORY

If Sacagawea had been interviewed after her exploration of the Louisiana Territory with Lewis and Clark which ended in 1807, the conversation might have been as follows.

Reporter: Can you tell us how you came to join the Lewis and Clark expedition?

Sacagawea: Toussaint Charbonneau, my French-Canadian husband, joined the expedition as an interpreter. Charbonneau lived with the Minnetaree for about five years, during which time he purchased me and another Shoshone wife.

Reporter: Why were you living with the Minnetaree people?

Sacagawea: The Shoshone are peace-loving people and I was captured by a Minnetaree war party. I am hoping to be reunited with my people.

Reporter: How large was the expedition?

Sacagawea: There were thirty-three of us, including my baby Baptiste. At first, he traveled in a cradle board strapped to my back. During a violent storm, the board was washed away.

Reporter: Why would Lewis and Clark want a woman on this difficult expedition?

Sacagawea: Being a woman, I would always be a signal that this was a party of peace. Women were not part of war missions.

Reporter: Why was it so important that Lewis and Clark find the Shoshone people?

Sacagawea: Horses and guides were needed to cross the mountains. The Shoshone could supply these necessities to the expedition. However, people are very wary of strangers so we in the expedition carried gifts to show our good intentions.

Reporter: How did you know that you were in the area of the Shoshone?

Sacagawea: I recognized the place where the Missouri divides into three forks. It was the site of our war camp where I was kidnapped by the Minnetaree.

Reporter: What advice did you give to Lewis and Clark?

Sacagawea: I told them there are many peace signals and that we should give them. Lewis held a blanket by two corners, tossed it into the air, let it unfold, and pulled it down to earth. He did this three times, a universal peace signal. Later, when he met a young Shoshone girl, he took her hand and said "tabba-bone" (white man) and pulled up his sleeve. He gave gifts such as beads, mirrors, and awls for sewing moccasins. He then painted his cheeks and her cheeks with vermilion, another Shoshone peace symbol.

Reporter: How did the rest of the Shoshone know you came in peace?

Sacagawea: The men embraced Lewis and said "ah-hi-e," which means "I am much rejoiced." The leaders of our expedition were smeared with grease and paint. The Shoshone chiefs took off their moccasins as did Lewis and Clark to show the seriousness of their friendship. Lewis gave out gifts and the Shoshone made cakes of dried berries.

Reporter: Were your people happy to see you?

Sacagawea: Our reunion was very joyful. I also spoke to my chief to get guides and horses for our expedition to the Columbia River.

Reporter: Were you able to help the expedition as you reached the Pacific?

Sacagawea: Yes. Also when we met the Chinook, Lewis and I helped the men through the Gallatin River. Clark wanted to buy a sea-otter robe. The Chinook would accept only blue beads. All the blue beads were in my belt. I was offered a coat of blue cloth for my belt which was then traded for the robe.

Reporter: What are your plans for the future?

Sacagawea: I will go back and live with the Shoshone people.

Reporter: Thank you for this interview.

Worksheet 8D, SACAGAWEA ASSISTS EXPEDITION TO LOUISIANA TERRITORY (continued)

Exercise: Explain one reason for each of Sacagawea's actions listed below.

Action	Reason for Action
1. Was visible as woman with the expedition.	
2. Carried baby in her arms.	
3. Told Lewis to hold a blanket by two corners, toss it in the air, and let it unfold three times.	
4. Traded her blue beaded belt for blue cloth coat.	
5. Lived with Minnetaree for five years.	

Worksheet 8E

SHOSHONE MEET THE EXPEDITION PARTY

Below is a Shoshone accounts of their first impression of Lewis and Clark's expedition party.

> The Shoshone had camped in the mountains because of fears of the Blackfeet, who possessed firearms. After several moons, however, this state of peaceful happiness was interrupted by the unexpected arrival of two strangers. They were unlike any people we had seen before, fairer than ourselves, and clothed with skins unknown to us. They gave us things like solid water, which was sometimes brilliant as the sun and which sometimes showed us our own faces. Nothing could equal our wonder and delight. We thought them the children of the Great Spirit. But we were destined to be again overwhelmed with fear, for we soon discovered that they were in possession of the identical thunder and lightning that had proved in the hands of our foes to be so fatal to our happiness.
>
> Many of our people were now terrified, fearing that they were allied with our enemies, the Blackfeet. This opinion was strengthened when they asked us to go and meet their friends. At first this was denied. But a speech from our beloved chief, who told us that it was best to be friendly to people so terribly armed, convinced most of our warriors to follow him to their camp. As they disappeared over a hill in the neighborhood of our village, the women set up a sorrowful yell, which was equivalent to bidding them farewell forever. This did anything but raise their drooping spirits.
>
> After such gloomy warnings, imagine how pleasantly surprised they were when upon arriving at the strangers' camp, they found, instead of an overwhelming force of enemies, a few strangers like the two already with them. The strangers treated them with great kindness and gave them many things that had not existed before, even in their dreams.
>
> Our eagle-eyed chief discovered from the carelessness of the strangers with regard to their things that they were unacquainted with theft. This led him to caution his followers against stealing any article whatever. His instructions were strictly obeyed. Mutual confidence was thus established. The strangers accompanied him back to the village, and there was peace and joy in the lodges of our people.

Adapted from: A. Ferris, Life in the Rocky Mountains, ed. Paul C. Phillips (Denver: The Old West Publishing Co., 1940). Found in Voices of Freedom (Englewood Cliffs, NJ: Prentice-Hall/Allyn & Bacon, 1982), pp. 79-80. Permission pending.

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #9

Themes: Culture/Diversity, Struggle for Equality

Focus Question: How did Tecumseh try to resist the takeover of Shawnee lands in Indiana?

Background:

In the early years of the republic, many American settlers seeking land moved west, onto Native American lands. These settlers imagined that the Native Americans opposed their advance only because outsiders -- the British in Canada and the Spanish in Florida -- stirred up many of the different Indian nations. Therefore, they argued, Great Britain and Spain must be driven out of North America.

At that time, American Indians in the northwestern area had been reluctantly persuaded, bribed, or forced to give up more and more of their land to advancing white settlers. In this way, between 1795 and 1809, the Indians of the old Northwest gave up 48 million acres of land. In general, Native Americans honored their treaties. But many white settlers broke the treaties by squatting on lands they had not purchased, then attacking the people they had dispossessed.

Finally, some Native Americans, led by the Shawnee chief Tecumseh, decided to defend themselves. It was Tecumseh's plan to consolidate all the tribes from Canada to Florida into one large confederacy. They would sell no more land and would fight to keep the white people out.

But Tecumseh's vision was destroyed by United States government forces. Defeated by General William Henry Harrison's troops at the Battle of Tippecanoe in 1811, the angry Indians of the old Northwest rose up to drive back the American settlers. The Battle of Tippecanoe became the first battle of the War of 1812, for it incited the Westerners and the War Hawks, like Henry Clay, to cry for war. Tecumseh himself, fighting on the side of the British, was killed in the War of 1812.

Major Idea:

. Throughout this period, government policy toward Native Americans showed a lack of EMPATHY and little concern for HUMAN RIGHTS.

Concepts:

. Culture
. Empathy
. Human Rights

Performance Objectives: Students will be able to:

. Describe Tecumseh's plan for stopping the encroachment of American settlers on Native American lands.

. Compare and contrast Tecumseh's belief about ownership of the land with the white settlers' belief.

. Assess the wisdom of Tecumseh's plan for uniting the nations.

Development:

. Distribute Worksheet 9A, "Tecumseh Speaks Out." Have students read the worksheet, examine the map, and complete the exercise. Have several students read their "memoranda" aloud.

. A student volunteer might play the role of Tecumseh, while other students, acting as reporters, interview him.

. Finally have students explain their answers to the following questions:

- What does Tecumseh say about the sale of Native American lands to white settlers?

- Why did Tecumseh go to Governor Harrison's mansion?

- What was Tecumseh's plan for the tribes of the old Northwest?

- Why would Governor Harrison want to keep the tribes divided, and make separate treaties with each?

- Why did Tecumseh propose to destroy and punish those village chiefs who sold land to the Americans?

- How did Tecumseh's belief about who owned the land compare with the belief of the whites about land ownership? How might these contrasting views lead to difficulty?

- Could Tecumseh's plan for uniting Native American peoples to stop advancing whites have worked? Was it a wise plan? Why or why not?

- As chief of another tribe, how would you have reacted to Tecumseh's plan?.

- Should Tecumseh be honored today for the role he played in Native Americans' struggle for human rights? Explain.

. Distribute Worksheet 9B, "The Shawnee Code of Behavior." Have students complete the worksheet, then explain their answers to the following questions:

- What does this code of behavior tell us about the Shawnee?

- What principles were most important in daily living?

- According to this code, how should you treat your neighbors? Why? Is this advice still meaningful today? Explain.

- If you had to abide by this code, how comfortable would you be? Explain.

- Do you agree with the principle of absolute obedience? Explain.

- How does knowledge of this code affect our understanding of Shawnee life and culture?

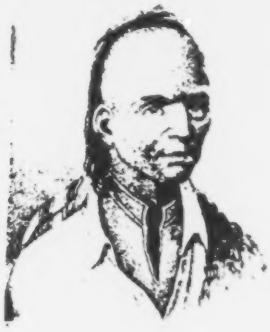
Follow-up Activities:

. Students might research in newspapers recent examples of Native American efforts to protect their rights to lands on which they live. If Tecumseh was an adviser to these groups, what would he recommend?

Worksheet 9A

TECUMSEH SPEAKS OUT

One day in 1810, Tecumseh, chief of the Shawnee, stood outside Governor Harrison's mansion in Indiana, and spoke the eloquent words below. Within a year, Harrison led the U.S. troops that destroyed Tecumseh's capital at Tippecanoe and drove his followers into Canada. So it came as no surprise when Tecumseh chose to fight on the side of the British in the War of 1812.



I am Shawnee. My forefathers were warriors. Their son is a warrior. From them I take my only existence. From my tribe I take nothing. I have made myself what I am. And I wish that I could make the Indian people as great as the ideas of my own mind, when I think of the Great Spirit that rules over us all.... I would not then come to Governor Harrison to ask him to tear up the treaty. But I would say to him, "Brother, you have the liberty to return to your own country."

You wish to prevent the Indians from doing as we wish them, to unite and let them consider their lands as the common property of the whole. You take the tribes aside and advise them not to unite.... You want by your distinctions of Indian tribes, in giving to each its own treaty, to make them war with each other. You are continually driving the Indian people, when at last you will drive them onto the great lake, where they can neither stand nor work.

Since my residence at Tippecanoe, we have tried to level all distinctions, to destroy village chiefs, by whom all mischiefs are done. It is they who sell the land to the Americans. Brother, this land that was sold, and the goods that were given for it, was only done by a few.... In the future we are prepared to punish those who propose to sell land to the Americans. Brother, I wish you would take pity on the red people and do as I have requested. If you will not give up the land and do cross the boundary of our present settlement, it will be very hard, and produce great trouble between us.

Worksheet 9A, TECUMSEH SPEAKS OUT (continued)

The way, the only way, to stop this evil is for the red men to unite in claiming a common and equal right in the land, as it was at first, and should be now--for it was never divided, but belongs to all. No tribe has the right to sell, even to each other, much less to strangers.... Sell a country! Why not sell the air, the great sea, as well as the earth? Did not the Great Spirit make them all for the use of his children?

Worksheet 9A, TECUMSEH SPEAKS OUT (continued)

Exercise:

You are an advisor to Governor Harrison and you have just listened to Tecumseh's speech. The governor has asked you to write a memorandum to him discussing Tecumseh's major points and offering your opinions on how the governor should respond.

M E M O R A N D U M

TO:

FROM:

SUBJECT:

Worksheet 9B

THE SHAWNEE CODE OF BEHAVIOR

Tecumseh was a leader of the Shawnee people. Their code of behavior which was passed on through the oral tradition, guided their daily living. Read the following examples of the Shawnee code and then complete the exercise that follows.

Shawnee Code of Behavior

1. Do not kill or injure your neighbor, for it is not him that you injure, but yourself.

2. Do not wrong or hate your neighbor, for it is not him that you wrong, you wrong yourself. Moneto, the grandmother, the Supreme Being, loves him as she loves you.

3. Each person must know how to act toward others. Each person is his own judge.

4. Deceitfulness is a crime. Live to your own standards and principles, not for what others might think. Absolute honesty must be the basis of action.

5. Allow children freedom of action and thought. Give few commands to children but expect absolute obedience for commands that are given.

6. All of our history and traditions are passed from one generation to another by word of mouth. Our memories must be kept clear and accurate, our observation keen and our self-control absolute.

7. Children must strive with all their might to win praise from their parents and elders, while being indifferent to bodily punishment.

Exercise:

Indicate the degree to which you agree with the Shawnee principles. Use the following scale as a guide.

-2	-1	0	+1	+2
strongly disagree	disagree	no opinion	agree	strongly agree

Statement	Your rating
1. Always follow your own principles. Never consider what others may think.	
2. You hurt yourself when you act with violence or ill will toward others.	
3. Show absolute obedience toward your parents.	
4. Always be in total control of your actions and emotions.	

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UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #10

Focus Question: What really caused the War of 1812?

Background:

Twenty-nine years after signing the peace treaty to end the American Revolution, Great Britain and the United States were at war again. Many Americans viewed the War of 1812 as the second American War of Independence. British and American colonists in Canada viewed the war as a land-grab -- an attempt to overtake Canada.

In the post-revolutionary war period, the new American nation got caught in the Anglo-French rivalry for world supremacy. As a consequence of this rivalry, each European power violated the United States policy of neutrality by attempting to keep for itself the new nation's trade by declaring a blockade against trade with its enemy. In addition, Great Britain continued its policy of "impressing" seamen by stopping United States ships on the high seas to search for deserters from the Royal navy. Because many American sailors spoke with British accents, very often those who were taken were Americans.

Along with these factors, the widely held belief of western settlers that the British were instigating American Indian attacks on them, and the hatred left over from the revolutionary war, allowed for the election to Congress of a group of "War Hawks," led by Henry Clay. These Hawks whipped up war fever, clamoring to take over British Canada. Eventually, Congress passed a declaration of war against Great Britain.

The War of 1812 lasted two years, but accomplished little for either side. The war, however, did succeed in heightening American nationalism. Americans felt great pride in the United States. They had not only gained the respect of Great Britain but of other world nations as well.

Major Idea:

. Despite the fact that the War of 1812 was a complicated war in terms of issues, it did act to make America a stronger and unified nation.

Concept:

. Power

Performance Objectives: Students will be able to:

. Explain the argument for and against the United States declaration of war on Britain in 1812.

. Discuss the Canadian perspective on the war. Compare and contrast United States and Canadian versions of the causes of the War of 1812.

. Take and defend a position on what really caused the War of 1812.

Development:

. Tell students that they will participate in an activity in which they will act as the United States Senate in the year 1812 -- which must decide whether or not to declare war against Britain. Assign four students to play the roles of an American sailor, Tecumseh (a Native American leader), William Coleman (a newspaper editor), and Henry Clay (a United States congressman). They will testify before the Senate about issues in which the United States and Great Britain are in conflict.

. Distribute Worksheet 10A, "Causes of War of 1812" to the four students who will testify. After each of the witnesses testifies and the "senators" have a chance to question them, have students explain their answers to the following questions:

- What do we learn about the causes of the War of 1812 from what you heard here?

- What seemed to be the strongest reasons for going to war?

- What seemed to be the strongest arguments against going to war?

- If you were a member of the Senate what decision would you make as to whether or not the United States should declare war on Great Britain?

- Would you vote in favor or against the United States going to war with Great Britain?

. Distribute Worksheet 10B, "People of Canada!" Have students read the proclamation, then have them explain their answers to the following questions:

- What is this announcement saying?

- What do you think General Hull means when he says, "I come to find enemies, not to make them"?

- Why does the general feel that the Canadians should welcome his troops?

- Why does General Hull say, "The United States offers you peace, liberty, and security. Your choice lies between these and war, slavery, and destruction"?

- What was Canadian General Brock's reply to Hull?

- If you were Canadian, how would you reply to Brock?

. Distribute Worksheet 10C, "Canadian Song." Have students explain their answers to the following questions:

- What is this song about?

- What does this song tell us about Canadian feelings toward the War of 1812?

- What does this tell us about Canadian feelings toward the United States?

- If you were a Canadian how would hearing this song make you feel?

- Are songs like this important to a country's war effort?

Follow-up Activities:

. Have students examine the nationalistic sentiments expressed in "The Star Spangled Banner," our national anthem, which was composed by Francis Scott Key as he observed the British attack of Fort McHenry during the War of 1812. Discussion should focus on how the war sparked patriotism and optimistic feelings about the nation's future.

. Organize a "United Nations of 1812," with the students representing various nations. Their job is to mediate the conflict between the United States and Great Britain and suggest solutions to prevent the War of 1812.

. Have each student assume that he or she is the president of an organization called "No More War!"

  - Suggest three approaches you might take to convince nations today to formally renounce war as an instrument of national policy.

Worksheet 10A

CAUSES OF WAR OF 1812

To the Student:

Read the evidence of the person whose role you have been assigned. Prepare to give your testimony before the Senate.

An American Sailor: Since 1793, the British and French have been fighting on and off. Both have interferred with American shipping and violate our rights as a neutral country by announcing that all ships trading with their enemy will be captured. However, when the British board our ships they do more than inspect cargo. They order men to line up on the deck and have the sailors pronounce certain words. If the sailor speaks with a British or Irish accent, the British assume he deserted one of their ships, make him a prisoner and force him to serve in the British Navy. We protested these actions and they refused to listen. Besides this the British have murdered three sailors when they attacked our ship the Chesapeake after the Captain refused to permit a search.

William Coleman, Newspaper Editor. Let us not be mistaken, if we go to war it will not be to fight for our rights at sea, it will be out of a desire to annex Canada to the United States -- whose farmland is said to be richer than our own. How will this benefit us? You have already seen fifteen millions of dollars wasted in the purchase of Louisiana. Canada, if taken over by the United States will provide another home for some greedy villains in this country. A handful of men cannot run up and take Canada. The conflict will be long and the final result doubtful. Adapted from: New York Evening Post, April 21, 1812

Tecumseh: Never mind war with the British -- respect the rights of Indians. You are angered because some British in Canada are supplying us with weapons, which we use to prevent you from taking our lands. My people were once a happy race but now we are made miserable by the white people, who are never contented, but always grabbing for our land. They have driven us from the great salt water, forced us over the mountains and would shortly push us into the lakes sometimes by trickery and sometimes by force -- but we are determined to go no further. If you go to war and defeat the British we will find some other way to fight. Adapted from: C.M. DePew, ed. The Library of Oratory (1902) IV 363-4.

Henry Clay of Kentucky: It is not for one reason we call for war, but many. The practice of imprisonment of our sailors continues. The natives continue their attacks instigated by the British. It is from Canada's storehouse that weapons are sent to the natives, which result in the death of our people. Yet some among us say that Canada is not worthy of conquest, Canada is innocent, Canada is unoffending. Adapted from: Annals of Congress, 12th Congress, 2nd session. 1811-1813.

Worksheet 10B

PEOPLE OF CANADA!

General Hull, whose army was the first to invade Canada -- but retreated -- issued a proclamation to Canadians:

> People of Canada!
>
> The army under my command has invaded your country, and the American flag now waves over the territory of Canada. To the peaceable citizen it brings no danger, I come to find enemies, not to make them. I come to protect, not to injure you.
>
> In the name of the United States and by the authority of my Government, I promise to protect you. Remain at your homes, continue your peaceful and customary way of life and do not fight your brothers. The arrival of an army of friends must be cheered by you with a warm welcome.
>
> You will be freed from oppression. I have a force which will defeat any opponent, and that force is but the first wave of a much greater one. If you should fight against us you will be considered and treated as enemies, and you will feel the horrors of war.
>
> The United States offers you peace, liberty, and security. Your choice lies between these and war, slavery and destruction.
>
> General Hull

Canadian General Isaac Brock addressed the people of his nation in reply to General Hull's proclamation:

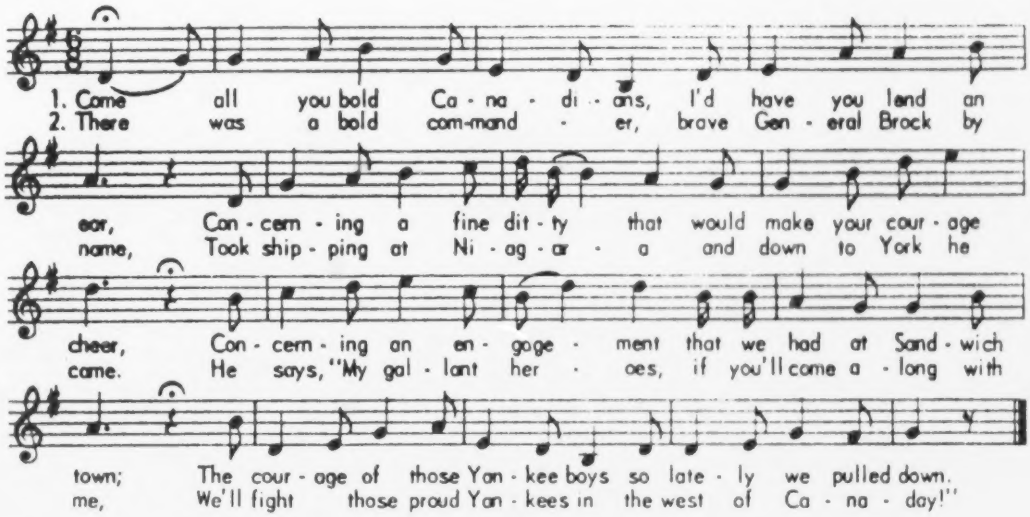
> Are you prepared, citizens of upper Canada, to become willing subjects or even slaves to a foreign oppressor? If not, arise and join with the King's army to fight off the invaders. Don't let your children be ruled by a foreign master. They would blame you for giving up too easily the greatest gift parents could give to their children -- sharing in the name, character and freedom that is British.

Worksheet 10C

CANADIAN SONG

The following song was written to honor General Brock who helped defeat the United States in an important battle. (Note that at this time Canada was part of the British empire and Canadians referred to themselves as British.)

COME ALL YOU BOLD CANADIANS



3. Twas thus we repliéd: "Along with you we'll go.
Our knapsacks we will shoulder without any more ado.
Our knapsacks we will shoulder and forward we will steer;
We'll fight those proud Yankees without either dread or fear."

4. We traveled all that night and a part of the next day,
With a determination to show them British play.
We traveled all that night and a part of the next day,
With a determination to conquer or to die.

5. Our commander sent a flag to them and unto them did say,
"Deliver up your garrison or we'll fire on you this day."
They refused to surrender, but chose to stand their ground.
We opened up our great guns and gave them fire a round.

6. Their commander sent a flag to us, for quarters he did call.
"Oh, hold your guns, brave British boys, for fear you slay us all.
Our town you have at your command, our garrison likewise."
They brought their arms and grounded them right down before our eyes.

7. And now we are all home again, each man is safe and sound.
May the memory of this conquest all through the Province sound!
Success unto our volunteers who did their rights maintain,
And to our bold commander, brave General Brock by name!

FIGURE 5.11 Canadian war song
Folkways Records and Services Corp., 1954

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #11

Theme: Struggle for Equality

Focus Question: Was the United States justified in issuing the Monroe Doctrine?

Background:

Following the War of 1812, many Americans, imbued with a new national pride, became concerned over a growing European presence bordering the United States.

Russians migrating southward from Alaska were settling in what is now California. Furthermore, during the Napoleonic Wars, the Spanish-American colonies had begun to break away from Spain and declare their independence. Mexico won independence in 1821; other Latin American colonies soon followed. But by 1823 European monarchs were threatening to send armies to help Spain and Portugal reconquer their former colonies.

In response, President James Monroe issued a doctrine outlining the United States' position, a position that the United States did not at that time have the power to enforce. However, American policy with regard to Latin America happened to coincide with that of the British; therefore, it would be supported by the large British fleet.

Although at first Mexico and other independent Latin American countries welcomed the Monroe Doctrine, before long they recognized the policy for what it really was: a document that guaranteed the security of the United States alone, not the rest of independent Latin America. As an alternative to the Monroe Doctrine, in 1826 Simon Bolivar and other Latin American leaders proposed the Declaration of the Panama Congress, which stressed a collective rather than an imposed security.

Major Ideas:

. In an attempt to reinforce a rising national spirit, American leaders issued unenforceable warnings to much stronger European POWERS.

. The Monroe Doctrine, initially welcomed by Latin American nations, soon became a symbol of North American hegemony.

Concept:

. Power

Performance Objectives: Students will be able to:

. Describe the circumstances in Europe and Latin America that led the United States to issue the Monroe Doctrine.

. Explain the major provisions of the Monroe Doctrine.

. Analyze a Latin American responses to the Monroe Doctrine.

. Evaluate the degree to which the United States was justified in issuing the Monroe Doctrine.

Development:

. Distribute Worksheet 11A, "The Monroe Doctrine." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What warning did James Monroe give to the European powers in 1823?

- Why did Monroe issue his doctrine?

- Why did the United States believe that European influence in this hemisphere would be dangerous to our peace and safety? Do you agree?

- Do you think that the United States in 1823 could have prevented European interference in Latin America? If not, then why was the doctrine issued?

- How did the Monroe Doctrine demonstrate American ambitions?

- How do you think Latin American nations reacted to the Monroe Doctrine in 1823? Would they have welcomed it? Opposed it?

- Is European influence in Latin America a danger to the United States today?

. Distribute Worksheet 11B, "A Mexican Perspective." Have students enact the dialogue and explain their answers to the following questions:

- How did Latin American nations at first react to the Monroe Doctrine?

- Why did the new government of Mexico soon change its mind about the Monroe Doctrine?

- How do the events described here help explain why the Monroe Doctrine eventually created bad feelings between the United States and the nations of Latin America?

- Was the United States in 1823 more interested in its own peace and security or in that of its Latin American neighbors?

- Was the United Sates justified in issuing the Monroe Doctrine?

- Should the United States continue to stand by the Monroe Doctrine today? Why or why not?

. Distribute Worksheet 11C, "Panama Congress Declaration of 1826." Have students read, complete the exercise, and then explain their answers to the following questions:

- What does the Panama Declaration tell us about the response of Latin American natins to the Monroe Doctrine?

- How did the Panama Declaration compare and contrast with the Monroe Doctrine? Similarities? Differences?

- Why would Latin American nations meeting in Panama favor collective security over the kind of security proposed in the Monroe Doctrine?

- As a citizen of one of the newly independent nations of Latin America in 1826, would you have supported the Panama Declaration? Which of the principles in the Panama Declaration would you consider to be most important in safeguarding the newly won independence of your nation? Explain.

Follow-up Activities:

. If the Panama Accords had been accepted by all parties and put into effect, would the course of our hemisphere's history have been different? Students might research the following events and then report on whether each event would have occurred in a hemisphere which operated under the principles of the Panama Conference of 1826.

- The Mexican Cession of 1848.

- The war over the Islas Malvinas between Argentina and the United Kingdom (1982).

- The Latin American debt and drug crises of the 1980s.

- The United States invasion and occupation of Panama in 1989.

Worksheet 11A

THE MONROE DOCTRINE

In the early 1800s, many of Spain's American colonies had fought for and won their independence. For countries like our neighbor Mexico, these were difficult years. Then in 1823, other European powers -- Austria, Russia, Prussia, and France -- were threatening to help Spain reconquer its American colonies. In response, United States President James Monroe announced a new policy:

December 2, 1823

> The American continents are not to be considered as subjects for future colonization by any European powers.
>
> The political system of Europe is different from that of America. We should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety.
>
> With existing colonies of any European power, we have not interfered, and shall not interfere. But we will regard any interference by a European country with the governments who have declared their independence as an unfriendly act against the United States.
>
> Our policy in regard to Europe remains the same, which is, not to interfere in the internal concerns of any of its powers. But in regard to North and South America, circumstances are very different. If the European powers should extend their political system to any portion of either continent, our peace and happiness will be in danger. No one can believe that our neighbors to the south, if left to themselves, would adopt it. Therefore we cannot regard such interference with indifference.

Exercise:

The Monroe Doctrine, summarized above, has a main idea and several supporting ideas. Write the main idea of the Monroe Doctrine in space A, and supporting ideas in spaces B and C.

A. _____

B. _____

C. _____

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Worksheet 11B

A MEXICAN PERSPECTIVE

If "U.S. History TV" could send its reporter, Rosa Nunez, back to the year 1826 to interview Mexico's President Victoria, and the United States Ambassador to Mexico, Joel Poinsett, about the Monroe Doctrine, the conversation might be as follows:

Reporter Nunez: Three years have passed since the president of the United States, James Monroe, issued his famous doctrine. People in the United States and around the world want to know how Latin American nations, like Mexico, feel about Monroe's policy.

President Victoria: Well, when the Monroe Doctrine was first issued three years ago Mexico and the other free countries of Latin America received the news with great joy. We hoped that our neighbor to the north would help us if our former colonial rulers did try to again take over. But our joy was not to last.

Reporter Nunez: But didn't you, Ambassador Poinsett, commit aid to Mexico in the spring of 1825?

U.S. Amb. Poinsett: Yes, I did promise the Mexican government that the United States would come to its aid, as I understood the Monroe Doctrine to assure. But when Congress heard of this, they asked the new President John Quincy Adams whether any such promise had actually been made. President Adams answered that no promise had been made.

Reporter Nunez: So, President Victoria, how did you and the people of Mexico react to this situation?

President Victoria: When President John Quincy Adams broke the promise made by President James Monroe, we in Mexico felt that we no longer had any sort of guarantee on the part of the United States government to assist us if necessary.

Reporter Nunez: It seems that you had both misinterpreted James Monroe's message.

President Victoria: Yes, we in Mexico finally saw the Monroe Doctrine as Monroe had meant it to be -- a policy that safeguarded the security of the United States alone, not the rest of independent Latin America.

Based on information in Linda Biemer, New York and Its Western Hemispheric Neighbors (Layton, UT: Gibb Smith, 1988), pp. 68, 69. Permission pending.

Worksheet 11C

PANAMA CONGRESS DECLARATION OF 1826

Simon Bolivar, the liberator of much of South America, saw the danger in the Monroe Doctrine, which made the United States the protector of Latin America. So, in 1826, he called a conference of Latin American nations in Panama. The countries attending issued the following joint declaration.

The Panama Declaration

- All nations of the Western Hemisphere are eligible to join the American Confederation of Nations.
- As new nations in the hemisphere win their independence, they will be eligible for membership.
- The members of the Confederation are bound together in a treaty of mutual friendship.
- Each member is therefore pledged to respect the territorial integrity of other members.
- All members of the confederation are bound to fight to support the independence of any member nation threatened by foreign domination.
- There will be a permanent American Assembly. Each member nation will be represented in it.
- The assembly will be entrusted with power to make treaties with foreign nations and to mediate disputes between member nations.

Adapted from: Hernando Diez, An Autopsy of the Monroe Doctrine (New York: Macmillan, 1934), pp. 79-91. Permission pending.

Exercise:

Check (√) each of the following real or imaginary events as being in agreement with either the Monroe Doctrine (MD) or the Panama Conference Declaration (PCD). Then explain your answer.

Events	MD	PCD	Explanation
1. The United States interferes in a boundary dispute between Venezuela and British Guiana (now the nation of Guyana).			
2. A confederation of American nations settles a dispute between Mexico and the United States.			
3. An American confederation tries to make peace in the war between Britain and Argentina over the Islas Malvinas.			
4. The United States threatens to use troops to route the French from Mexico.			

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #12

Theme: Struggle for Equality

Focus Question: Was Andrew Jackson's election to the presidency a victory for the common people?

Background:

During the Age of Jackson, the United States was a nation of change, a nation on the move -- politically, socially, and economically. America was seen as a land of opportunity. This was called the era of the common people and Andrew Jackson, the first president who rose from poverty to become a well-to-do southern planter and slaveholder, was one of its products.

Jackson became president at a time when growing numbers of people were able to take part in politics. The early 1800s had seen the continued growth of the idea that government should be based on the will of the voting people -- which at this time comprised white males. By 1820, voting qualifications in many states had been lowered from the ownership of property to the payment of taxes -- a requirement that still kept the poorest white males from the ballot box. Some states were more liberal. In Vermont, New Hampshire, Indiana, Illinois, and Missouri, any adult white male could vote. In addition, more people began to read about, hear about, and take part in politics through party newspapers, political conventions, and rallies.

Viewing himself as the president of the common people, Jackson tried to bring about greater democracy in government. His faith that any intelligent person could perform the duties of public officials led him to propose a rotation system (called a spoils system by his detractors) in which federal officeholders would be regularly replaced. When Congress in 1832 passed the recharter of the national bank, which to Jackson was the epitome of special privilege -- a monopoly used by the rich and powerful for their own gain -- Jackson vetoed it. Yet, on the issue of national versus states' rights, which surfaced in the Tariff of 1828 and nullification controversies, Andrew Jackson stood squarely on the side of a strong national government at the expense of states' rights.

Although his policies were to encourage the rise of political machines and bossism, the confiscation of Native American lands, and the forced resettlement of tribes, President Andrew Jackson remains a symbol of change in the unfolding history of the young nation.

Major Ideas:

- The election of Jackson to the presidency ushered in a new era in American political, economic, and social development.

- While suffrage was expanded to include most adult white males, it did not extend to women, African-Americans, or American Indians. The servitude of African-Americans persisted.

- Throughout this period, government policy toward Native Americans showed a lack of EMPATHY and little concern for HUMAN RIGHTS.

Concepts:

. Change
. Empathy
. Human Rights
. Political System
. Power

Performance Objectives: Students will be able to:

. Describe Andrew Jackson's personality and the programs he supported.

. Explain why many people viewed Andrew Jackson as the common man's president.

. Assess the extent to which democracy was extended in the United States during Jackson's presidency.

Development:

. Distribute Worksheet 12A, "Jackson's Inauguration." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

  - How does Mrs. Smith describe the mood of Jackson's inauguration?

  - Do you think she was happy with the scenes she witnessed? What words can you select from her letter to support your answer?

  - What does Mrs. Smith mean by "the Majesty of the People had disappeared"?

  - What do you think Mrs. Smith means by referring to Andrew Jackson as the "People's President"?

  - Why did so many people come to this inauguration? What does their attendance at the event suggest about their feeling for the new president?

  - What does the fact that, unlike earlier presidents, Jackson invited the common people to the White House to celebrate his inauguration tell us about the man?

. Distribute Worksheet 12B, "Voting During the Age of Jackson." Have students examine the graph, complete the exercise, and explain their answers to the following questions:

  - What does this graph tell us about voting during the Jacksonian era?

  - How did voting expand during this period?

  - During the Age of Jackson, which groups in American society were not among the "eligible voters"? (African-Americans, women, and American Indians were not eligible to vote.)

  - Does the graph support the view that Andrew Jackson was more the common people's president than his predecessors had been?

  - To what extent did democracy expand during the Jacksonian Era, as shown by the graph?

. Distribute Worksheet 12C, "On the Question of Andrew Jackson." Have students examine the cartoon and the chart, complete the exercises, and explain their answers to the following questions:

- Why has Jackson been labeled "King Andrew the First"?

- Why is Jackson holding a veto in his hand?

- Why does the cartoonist believe Jackson is stepping on the Constitution?

- Do you think this cartoon offers an accurate picture of Jackson?

- Which groups of people might support the cartoonist's view of Jackson? Which groups might disagree with this view?

- Which information from the chart supports the cartoonist's views? Which information opposes the cartoonist's views?

- Using information from the chart, how would you change the cartoon to support the point of view opposite to that of this cartoonist?

Follow-up Activities:

. Compare Andrew Jackson's inaugural celebration with those of recent presidents.

. Research recent data on voting in the United States and update the graph on Worksheet 12B.

. Assist in a voter registration drive in the local community.

Worksheet 12A

JACKSON'S INAUGURATION

In 1828, Andrew Jackson was inaugurated as president of the United States -- the first president who did not come from a well-established American family. Jackson had been born in poverty into the Carolina backcountry and he thought of himself as the champion of the common people. Just after the inauguration, Mrs. Samuel Harrison Smith of Washington, D.C. described the day in a letter to her sister:

> My dear Sister,
>
> ...By ten o'clock the Avenue was crowded with carriages...filled with women and children, some in finery and some in rags, for it was the people's President, and all would see him;... At the moment the General [Jackson] entered the Portico...the shout that rent the air still resounds in my ears. When the speech was over,...the barrier that had separated the people from him was broken down and they rushed up the steps all eager to shake hands with him.... The living mass was impenetrable.... Then such a crowd as followed him! Country men, farmers, gentlemen,...boys, women and children, black and white....
>
> As for the party at the White House after the inauguration...But what a scene did we witness! The Majesty of the People had disappeared, and rabble, a mob, of boys, negroes, women, children, scrambling, fighting, romping. What a pity, what a pity! [T]he whole [White] house had been inundated [flooded] by the rabble mob.... The President, after having been literally nearly pressed to death and almost suffocated and torn to pieces by the people in their eagerness to shake hands with Old Hickory [Jackson], had retreated....
>
> Cut glass and china to the amount of several thousand dollars had been broken in the struggle to get the refreshments. Punch and other articles had been carried out in tubs and buckets...ice-creams, and cake, and lemonade, for 20,000 people for it is said that number were there.... Ladies fainted, men were seen with bloody noses and such a scene of confusion took place as is impossible to describe -- those who got in could not get out by the door again, but had to scramble out of windows....
>
> This concourse had not been anticipated and therefore not provided against. Ladies and gentlemen only had been expected...not the people en masse. But it was the people's day and the People's President and the People would rule...
>
> Very truly,
>
> Your Loving Sister

Glenn M. Linden, et al., A History of Our American Republic, 2nd ed. (River Forest, IL: Laidlaw Bros., 1981), p. 161. Reprinted with permission by Glencoe Division, Macmillan/McGraw-Hill, Mission Hills, CA.

Exercise:

After reading Mrs. Smith's description of inauguration day, prepare a telegram of 25 words or less describing President Jackson's inauguration.

_____

_____

_____

_____

_____

_____

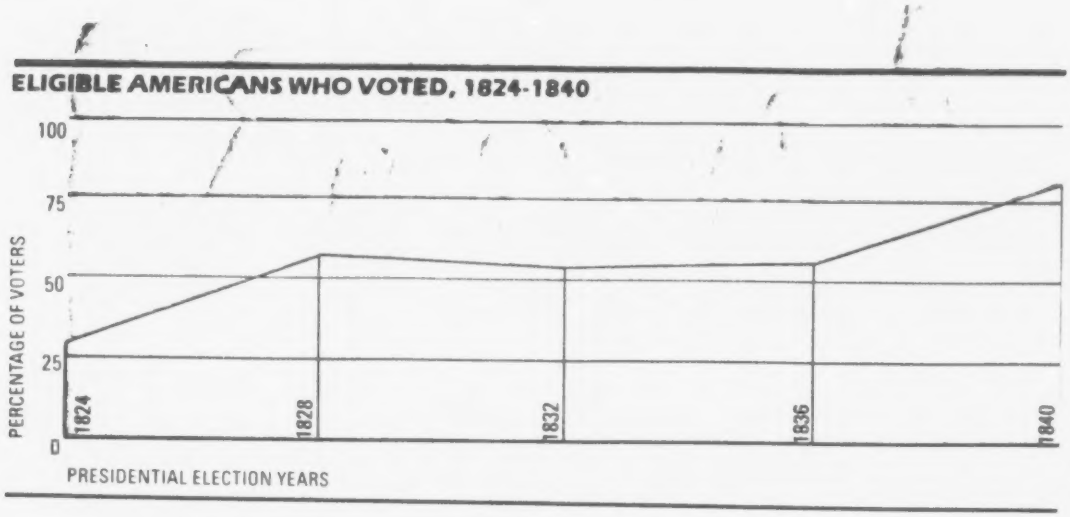
_____

_____

Worksheet 12B

VOTING DURING THE AGE OF JACKSON

Examine the graph below and answer the questions that follow.



John Patrick and Carol Berkin, History of the American Nation to 1877, Volume I (New York: Scribner Educational Publishers, 1986), p. 303. Permission pending.

Exercise:

. What is the title of this graph?_____

. Which presidential elections are shown on the graph?

_____, _____, _____, and _____

. What percentage of eligible Americans voted in the 1824 election?_____

_____

. What percentage of eligible Americans voted in the 1828 election?_____

_____

. What conclusion can you reach from this graph about voting in the United States from 1824 to 1840?_____

_____

_____

Worksheet 12C

ON THE QUESTION OF ANDREW JACKSON

Library of Congress. Reproduced in Norman K. Risjord and Terry I. Haywoode, People and Our Country (New York: Holt, Rinehart and Winston, 1982), p. 225.

Were the Reforms of the Jackson Administration Democratic in Nature?

Reform Policy	Year	Pro	Con
Spoils System	1829	Awarded government jobs to loyal supporters of Jackson. Gave non-moneyed people an active voice in the government.	Removed dishonest or inefficient office-holders, but resulted in favoritism toward party supporters regardless of their merit. Threatened national party organization by increasing power of local political machines.
Rotation of Offices	1829	Gave many people a chance to participate actively in the federal government. Removed incompetents from office.	
Veto of the Charter for the Bank of the United States	1832	Decentralized the power of the Bank by keeping it from becoming an independent power that could defy the federal government. Aimed to prevent the rise of a moneyed aristocracy that ruled the currency system.	Aided New York financiers in their battle against the Bank's monopoly of financial interests in Philadelphia. Supported the business community's dislike of federal restraints on the economy.
Compromise Tariff	1833	Gradual reduction of the tariff protected northern industries from foreign competition. At the same time eased financial burden of the agricultural South, which relied on many foreign imports.	Agreed to gradually lower protective tariff. Used mainly as a political measure to satisfy the South and prevent a confrontration over the nullification issue.

Glenn M. Linden, et al., A History of Our American Republic, 2nd ed. (River Forest, IL: Laidlaw Bros., 1981), p. 171. Reprinted with permission by Glenco Division, Macmillan/McGraw-Hill, Mission Hills, CA.

Worksheet 12C, ON THE QUESTION OF ANDREW JACKSON (continued)

Cartoon Interpretation:

1. Who does this cartoon represent?_____

2. What is Jackson holding in his hand?_____

3. What is Jackson stepping on?_____

4. Why do you think the cartoonist put a crown on Jackson's head?_____

_____

5. How do you think the cartoonist viewed Jackson?_____

_____

Chart Interpretation:

6. Which side -- pro or con -- would be more consistent with the cartoonist's view?_____

_____

7. What is one of Jackson's reforms that helped rich people?_____

_____

8. What is one of Jackson's reforms that helped people who were not rich?

_____

Evaluation of Democracy:

To what extent did democracy expand during the Age of Jackson? Use the following scale to rate the growth of democracy from 1828 to 1840.

_____

Not at all	A little	A lot	A great deal

During Andrew Jackson's administration democracy was expanded_____.
I think this is true because:

1. _____

2. _____

3. _____

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #13

Theme: Struggle for Equality

Focus Question: How should American Indians have responded to President Andrew Jackson's policies?

Background:

The expansion of the American population in the early years of the republic displaced many American Indians and replaced them with white settlers. Andrew Jackson believed that the only way to deal with the American Indians who lived on the eastern side of the Mississippi was to move them all to the other side of the river. Settled on lands then forbidden to the whites, they could be forever separated from the United States, obviating further battles between the groups.

During Jackson's two terms in office, ninety-four treaties with American Indian groups were signed -- often involving foul play. Some tribes went peaceably, though all went unhappily, to lands west of the Mississippi. Other tribes, like the Sauk and Fox and the Florida Seminole, unsuccessfully attempted to fight the superior forces of United States troops. (To this day the Seminoles in Florida have never signed a treaty with the United States, so they are technically still at war.)

The Cherokee of Georgia, on the other hand, had made an effort to live peaceably in the area with white settlers. But when gold was discovered in their territory causing a new influx of white settlers, the government of the state of Georgia ordered the Cherokee to leave. The Cherokee went to court to retain their lands, and in the case of Worcester v. Georgia (1832), the Supreme Court led by John Marshall ruled that the state of Georgia had no jurisdiction over Cherokee lands. But Georgia ignored the Court, and President Jackson refused to intervene. "John Marshall has made his decision," Jackson was reputed to have said, "now let him enforce it."

Some of the Cherokee gave in and moved west; most did not. Finally, in 1838, the United States army rounded up those remaining in Georgia and drove 15,000 American Indian men, women, and children westward. Four thousand died on this forced march, or "Trail of Tears" as it became known, to a newly established territory (present-day Oklahoma). Here, American Indians were told, they would be free from further encroachments.

Major Idea:

. Throughout this period, government policy toward American Indians showed a lack of EMPATHY and little concern for HUMAN RIGHTS.

Concepts:

. Empathy
. Human Rights
. Power

Performance Objectives: Students will be able to:

. Explain the events that led to the United States government's forced removal of the Cherokee from their lands.

. Analyze the various alternatives that were open to the Cherokee.

. Describe the resolution in 1838 of the Cherokee issue, i.e., the "Trail of Tears."

. Assess whether Jackson's policy toward Native Americans was in America's best interests.

Development:

. Distribute Worksheet 13A, "On the Cherokee Question." Divide the class into small groups and instruct each group to read and complete the "decision chart."

. Have representatives of each group tell the class how they would have decided the question.

. Distribute Worksheet 13B, "Trail of Tears." Have students read, complete the exercise, and explain their answers to following questions:

- What does this account tell us about how the Cherokee question was decided in 1838?

- How did the Cherokee's decision compare with the decision you thought they should have made?

- Why do you think the Cherokee decided to take their problem to the United States courts?

- Why were the Cherokee forced to travel west in spite of John Marshall's decision?

- Was Jackson justified in ignoring the Supreme Court's decision? Why or why not?

- Why was Jackson's American Indian policy so popular in the United States in the 1830s?

- Was Major Ridge a traitor to his people for urging them to move west? Or was he realistic and wise?

- Did the Cherokee's efforts to live peaceably with white settlers accomplish what they had hoped it would?

- As a Cherokee on the "Trail of Tears," how would you have felt? What would you have done?

- Was Andrew Jackson's American Indian policy in the best interest of the United States? Why or why not?

Follow-up Activities:

. Students might take the roles of Major Ridge and John Ross and prepare a debate (pro and con) on the issue: "Resolved: That we Cherokee should fight for our right to stay in Georgia."

. When a person or persons are wrongly treated by the government, they have a right to sue for damages. Research and prepare a case that the Cherokee Nation might make today against the United States government. For information about what already has been done and how you can follow up, contact:

The Native American Law Center
P.O. Box 4456
Albuquerque, New Mexico 87196

. You might also want to examine the life of the Cherokees today. The tribe is split into two major factions. Those who didn't travel the Trail of Tears still reside in North Carolina. Write them at:

Cherokee Reservation
P.O. Box 455
Cherokee, North Carolina 28719

On this reservation there is a museum, a replica of a Cherokee Village Arts and an Arts & Crafts Cooperative.

The descendants of those who survived the Trail of Tears can be reached at:

Cherokee Nation of Oklahoma
P.O. Box 948
Tahlequah, Oklahoma 74456

Worksheet 13A

ON THE CHEROKEE QUESTION

In the American Revolution the Cherokee people had fought on the side of the British. Badly beaten, their villages and crops burned, the Cherokee realized then that they could never hope to win against the white people who were spreading over the land. So, in 1795, they signed a treaty with the new United States government. In the treaty the Cherokee agreed to remain peacefully on their lands in parts of Georgia, Tennessee, and Alabama and not make war against the United States. In return the United States agreed that no white person could come into the lands of the Cherokee Nation without permission.

In the war of 1812 the Cherokee followed the advice of one of their leaders, Major Ridge, and fought on the side of the United States against the British. Over the next decade, Major Ridge encouraged the Cherokees to try to get along with white Americans and share with them.

Then in 1829, gold was discovered on the land of the Cherokee. White settlers began to pour into the territory in violation of the treaty. President Andrew Jackson supported the white settlers. He asked Congress to move the Cherokee out of Georgia and Alabama to land that would be set aside for them west of the Mississippi River. And so, even an American Indian people who had complied with United States policies were eventually betrayed.

In January of 1830, Cherokee warriors, led by Major Ridge, gave the white settlers an ultimatum: "We will give you time to pack your belongings and get out." As the whites rode off, they looked back to see their cabins in flames.

White people throughout Georgia were angry. Bands of whites began to ride about the Cherokee country, shooting at American Indians and setting their houses on fire.

Major Ridge and the other Cherokee chiefs had to make a decision.

Worksheet 13A, ON THE CHEROKEE QUESTION (continued)

Exercise:

WHAT SHOULD BE THE CHEROKEE RESPONSE TO THE TAKEOVER OF THEIR LANDS?

POSSIBLE ACTIONS	SHORT-RANGE RESULT	LONG-RANGE RESULT
1. Stay in Georgia and fight for Cherokee lands.		
2. Voluntarily move out of Georgia to lands west of the Mississippi.		
3. Try to get justice in courts of the United States government.		
4. Other		

As a Cherokee, my decision would have been to _____

_____

_____

because _____

_____

THE AMERICAN MOSAIC

SUPREME COURT RULES IN FAVOR OF CHEROKEE

PRESIDENT ANDREW JACKSON REFUSES TO ENFORCE COURT'S DECISION

WHEN MOST CHEROKEE STAY ON THE LAND, U.S. ARMY FORCES THEM ONTO A "TRAIL OF TEARS"

In 1832, Major Ridge and his son John, a lawyer, heard the wonderful news that the United States Supreme Court had ruled in favor of the Cherokee. Chief Justice John Marshall said that the Cherokee's lands could not be taken away from them. But the Ridges' joy did not last long. It was the president's responsibility to enforce the Supreme Court's decision, and Andrew Jackson refused to do so.

Major Ridge urged his people to accept the government's offer of land west of the Mississippi. The principal chief of the Cherokee, John Ross, however, argued that they should refuse to move. Most of the Cherokee agreed with Ross.

By 1838, only 2,000 of the Cherokee had moved west to the new Indian Territory of Oklahoma. The other 15,000 stubbornly clung to their land in Georgia. In May of that year, General Winfield Scott was sent with 7,000 men to forcibly remove the Cherokee.

The Cherokee who survived the forced march to Oklahoma came to call the road over which they had been driven "the Trail of Tears." Of the 13,000 Cherokees on that trail, over 4,000 were known to have died of hunger, disease, and exhaustion.

In Bernard Feder, Cultures in Conflict, (Englewood Cliffs, NJ: Globe, 1977) p. 31.

Worksheet 13B, TRAIL OF TEARS (continued)

Exercise:

Base your answers to the following questions on the painting on the previous page.

1. What is taking place in the painting?_____

_____

2. Where were the Cherokee going?_____

_____

3. What were they carrying in their wagons?_____

_____

4. Why were the Cherokee so unhappy?_____

_____

5. What would be a good title for this painting?_____

_____

Rebecca Neugin was three years old when she made the trip west with her parents. Her account, recorded in 1932, is based largely on information given her by her family.

Rebbeca Neugin

When the soldiers came to our house my father wanted to fight, but my mother told him that the soldiers would kill him if he did and we surrendered without a fight. They drove us out of our house to join other prisoners in a stockade. After they took us away, my mother begged them to let her go back and get some bedding. So they let her go back and she brought what bedding and a few cooking utensils she could carry and had to leave behind all of our other household possessions.

My father had a wagon pulled by two spans of oxen to haul us in. Eight of my brothers and sisters and two or three widow women and children rode with us. My brother Dick, who was a good deal older than I was, walked with a long whip which he popped over the backs of the oxen and drove them all the way. My father and mother walked all the way also.

The people got so tired of eating salt pork on the journey that my father would walk through the woods as we traveled, hunting for turkeys and deer which he brought into camp to feed us. Camp was usually made at some place where water was to be had and when we stopped and prepared to cook our food, other emigrants who had been driven from their homes without opportunity to secure cooking utensils came to our camp to use our pots and kettles. There was much sickness among the emigrants and a great many little children died of whooping cough.

"The Trail of Tears: Primary Documents of the Cherokee Removal," Journal of Cherokee Studies, Summer 1978, p. 176. Permission pending.

John G. Burnett, a private in the United States army who was very troubled about what he witnessed of the Cherokee removal, gave his recollections:

> Being acquainted with many of the Indians and able to speak their language, I was sent as interpreter into the Smoky Mountain Country in May, 1838, and witnessed the execution of the most brutal order in the history of American warfare. I saw the helpless Cherokees arrested and dragged from their homes, and driven at the bayonet point into the stockades. And in the chill of a drizzling rain on an October morning I saw them loaded like cattle or sheep into 645 wagons and started toward the west.
>
> One can never forget the sadness of that morning. Chief John Ross led in prayer and when the bugle sounded and the wagons started rolling many of the children rose to their feet and waved their little hands good-by to their mountain homes, knowing they were leaving them forever. Many of these helpless people did not have blankets and many of them had been driven from home barefooted.
>
> On the morning of November the 17th we encountered a terrific sleet and snow storm with freezing temperatures and from that day until we reached the end of the fateful journey on March the 26th, 1839, the sufferings of the Cherokees were awful. The trail of the exiles was a trail of death. They had to sleep in the wagons and on the ground without fire. And I have known as many as 22 of them to die in one night of pneumonia due to ill treatment, cold, and exposure. Among this number was the beautiful wife of Chief John Ross. This noble hearted woman died a martyr to childhood, giving her only blanket for the protection of a sick child. She rode thinly clad through a blinding sleet and snow storm, developed pneumonia and died in the still hours of a bleak winter night....

Adapted from: "The Trail of Tears: Primary Documents of the Cherokee Removal," p. 181. Permission pending.

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #14

Theme: Culture

Focus Question: Was the Age of Homespun a good time to be alive?

Background:

The Age of Homespun (1783-1830) was a period in New York State and United States history characterized by a dependence on agriculture and farming. People had to be self-sufficient, as most everyday objects continued to be made at home. The frontier lifestyle characterized the Age of Homespun.

During the Age of Homespun crafts workers predominated. Villages contained such specialists as blacksmiths, cobblers, millers, and cabinet makers.

Some free African-Americans during the Age of Homespun did manage to find jobs in skilled trades such as smithing and shoemaking. They also served as sailors on merchant and whaling vessels. However, competition for skilled jobs was keen and African-Americans were often denied jobs of high status. Consequently, most free African-Americans found work in such occupations as laborer, clothes worker, hairdresser, and barber. Throughout this period, they were frequently harassed by "blackbirders" -- slave catchers who would capture them and sell them into slavery.

Family members during this period of time were dependent upon each other. They worked together to harvest, build houses and celebrate festive occasions.

The United States was becoming an increasingly diverse society during the Age of Homespun. Economic opportunities encouraged people of many nations to seek the promises offered by life in America. Soon a distinct American character emerged.

As the frontier became settled, the Age of Homespun gave way to a more modern era in United States history. The Industrial Revolution would bring about changes in manufacturing and transporting goods. The resulting changes in society would redefine the roles of family members.

Major Idea:

. Within the family and community, it was expected that people had mutual obligations.

Concepts:

. Culture
. Technology

Performance Objectives: Students will be able to:

. Discuss how the United States in 1790 was already a diverse society.

. Describe the family obligations of men and women during the Age of Homespun.

. Formulate hypotheses to explain how some free African-Americans achieved success in skilled trades.

. Make a judgment as to the characteristics of the Age of Homespun they would consider most and least desirable.

Development:

. Distribute Worksheet 14A, "A Diverse Society." Have students complete the worksheet, then explain their answers to the following questions:

- What does this worksheet tell us about the population of the United States in 1790?

- What cultural groups comprised American society in 1790?

- What was Crevecoeur's relaction to the diversity? Explain.

- To what degree does the census data match Crevecouer's observations? Which groups, if any, are not mentioned by Crevecoeur? Were any groups present in the United States in 1790 not counted in the census? How can we account for these omissions?

- How does this data predict the future direction of American society?

- Do you agree with the statement that America in 1790 was a multicultural society? Explain.

. Distribute Worksheet 14B, "Age of Homespun in Pictures." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What do these pictures tell us about how people lived during the Age of Homespun?

- From these pictures, how can you explain this period being called the Age of Homespun?

- How would you compare the Age of Homespun to the period of time in which we are now living? How is it similar? How is it different?

- What would you like most about living during this period? What would you like least about living during this period?

- Would you prefer it if the period in which we are living today was more like the Age of Homespun?

. Distribute Worksheet 14C, "Age of Homespun Chart." Have students complete the exercises on the worksheet, then have them explain their answers to the following questions:

- What does this chart tell us about the lives of men and women during the Age of Homespun?

- How would you compare the lives of men and women during the Age of Homespun?

- How can you explain the differences in the roles of men and women during the Age of Homespun?

- Do you think that women had a right to complain about their roles during the Age of Homespun?

- Are we better or worse off today than people were in the Age of Homespun? Would you have wanted to live during the period of time called the "Age of Homespun"? Why or why not?

. Distribute Worksheet 14D, "William Brown's Youth." Have students read the worksheet, complete the exercises, and explain their answers to the following questions:

- What is the selection about?

- What does this selection tell us about career opportunities for free African-Americans during the Age of Homespun?

- Why did William Brown feel so determined to learn a trade?

- How did tradesman deal with Brown's request for a job?

- If you were in Brown's place, how would you haye dealt with job rejections?

- How did the way Enos Freeman treated William Brown compare to his treatment by the other craftsmen?

- How did knowledge of a trade help Brown find future employers?

- To what do you most attribute Brown's success? Why?

. Distribute Worksheet 14E, "Recollections of the Early 1800s." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What is this reading about?

- What does this recollection tell you about life during the Age of Homespun?

- How were family roles defined at this time?

- How does Sarah's day compare to yours?

- Would you want to switch places with Sarah? Why or why not?

- Do you think life is better today or during the Age of Homespun?

Follow-up Activity:

. In New York City there is a reconstructed village which recreates what life was like during the Age of Homespun. Students can step back in time and visit people like those about whom they read. They will see these people at work using authentic tools. Contact:

Richmondtown Restoration
411 Clark Avenue
Staten Island NY
(718) 761-3600

Worksheet 14A

A DIVERSE SOCIETY

American's diverse population was noted by Michel Guillaume Jean de Crevecoeur, a young Frenchman who frequently wrote his observations of American life. Read his statement made in the 1770s and study the accompanying graph. Then complete the exercise that follows.

Crevecouer on America's population:

"They are a mixture of English, Scotch, Irish, French, Dutch, German and Swede. From this breed, that race now called American has arisen.... I could point out to you a family whose grandfather was an Englishman, whose wife was Dutch, whose son married a French woman, and whose present four sons have now four wives of different nations."

Estimated Population Elements, 1790*

(BASED ON FAMILY NAMES)

Ethnic Groups	*Number*	*Percentage*
English and Welsh	2,605,699	66.3%
Scotch (including Scotch-Irish)	221,562	5.6
German	176,407	4.5
Dutch	78,959	2.0
Irish	61,534	1.6
French	17,619	0.4
All other whites	10,664	0.3
Black	757,181	19.3
GRAND TOTAL	3,929,625	

*Rossiter, *A Century of Population Growth* (1909). Later estimates by Barker and Hansen (1931) are not used here because they are confused by the inclusion of Spanish and French elements *later* a part of the United States.

Exercise:

1. According to the census data, the two groups that made up the largest percentage of Americans in 1790 are _____ and _____.
2. In addition to England, other European nations whose citizens came to America include _____, _____ and _____.
3. When Crevecoeur spoke of an "American race," he most probably meant _____.
4. Non-English speaking groups in the United States included _____ and _____.

Worksheet 14B

AGE OF HOMESPUN IN PICTURES

In the spaces below each picture, write what you think is happening. Then write a one-paragraph story putting together all the information in the pictures.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Robert Goldberg, New York State History (Englewood Cliffs, NJ: Globe, 1989), p. 78.

Worksheet 14C

AGE OF HOMESPUN CHART

Study the chart below and then complete the exercises that follow.

	MEN	WOMEN
Food	. Raised field crops. . Cared for livestock. . Prepared areas to plant. . Harvested crops. . Butchered animals. . Sometimes manufactured tools.	. Grew kitchen gardens. . Cared for poultry. . Prepared food for table. . Preserved food. . Raised field crops. . Cared for livestock and milked cows.
Shelter	. Built home and farm buildings. . Constructed furniture or accumulated money to buy goods. . Repaired home and buildings. . Grew raw materials to make textiles for household.	. Cleaned and took care of living quarters. . Kept furniture clean and in good repair. . Produced textiles for use in household.
Clothing	. Raised raw materials for textiles. . Prepared leather from animal hides. . Accumulated cash to pay for cobbling and other leather work.	. Produced textiles for clothing. . Made and repaired clothing. . Kept clothing clean.
Health and Well-Being	. Responsible for supplying firewood for warmth. . Brought water for household use. . Accumulated cash to pay medical services when badly needed.	. Made soap. . Did home nursing. . Produced medicines, home remedies.
Bringing Up Children	. Taught boys vocational skills. . Trained boys to work on farm. . Responsible for some religious training.	. Taught girls household skills. . Trained girls to work on farm. . Taught children reading, writing, and arithmetic. . Cared for babies and younger children. . Responsible for some religious training.

Worksheet 14C, AGE OF HOMESPUN CHART (continued)

Exercise A:

1. What two groups during the Age of Homespun are being compared in this chart? _____ and _____.

2. What areas of Homespun life are being used as a basis for this comparison?

   _____, _____, _____, and _____.

3. What would be a good title for this chart?

_____.

Exercise B:

Pretend that you are a man or woman living during the Age of Homespun. Write an entry in your diary below describing one typical day in your life.

Dear Diary,

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Worksheet 14D

WILLIAM BROWN REACHES FOR SUCCESS

William Brown, a free African-American, describes his experiences finding a trade. Read this selection from his autobiography and complete the exercises that follow:

William Brown's Youth

I now thought it time for me to look for a place to learn a trade. My mother had just died after a short illness; her burial occurring on the 3rd of December, 1831, which caused a great change in our family. This change made me the more anxious to secure a good place to learn my trade.

My first call was on a Mr. Knowles, a first-class carpenter, to see if he would take me as an apprentice to the trade. His excuse was that he had but little work, and that he was going to close up business. I next applied to a Mr. Langley, a shoemaker, to see if he would learn me the shoe business; but he refused without giving me an excuse. I made application to several gentlemen doing business, but all refused me. I could readily see that the people were determined not to instruct colored people in any art. I next called on Mr. Ira B. Winsor, a grocery man. His promise to hire me as a clerk encouraged me very much. He had first to consult his uncle, who was his guardian, before he could give me a decided answer. His uncle bitterly opposed his hiring a Black boy while there was so many white boys he could get. This objection of his uncle displeased him much, and Winsor told him that if he could not have me he would have none. So he never hired a clerk. Other boys of my acquaintance, with little or no education were learning trades and getting employments, and I could get nothing. It seemed strange to me at first. I soon found it was on account of my color, for no colored man except barbers had trades, and that could hardly be called a trade. The white people seemed to be combined against giving us anything to do which would elevate us to a free and independent position. The kindest feelings were manifested towards us in conversation, and that was all. I was now seventeen years old, and was at a loss to know what steps to take to get a living. To drive carriage, carry a basket after the boss, and brush his boots, or saw wood and run errands, was as high as a colored man could rise.

I now began the study of bookkeeping, thinking it would be of use to me sometime. I continued my study one year, when I had a chance to get work with a wealthy lawyer, to take care of his office and bedroom, paying me five dollars a month, and extra pay for all extra work done.

I then applied to Enos Freeman, a colored man who had just opened a shop to repair shoes. It told him I wanted to learn the trade and if he would teach me I would board myself. He told me to come and he would teach me all he knew about it. I learned very fast. At the close of that year Mr. Freeman was taken sick and after a short illness died. I purchased all his tools of his half brother, George Peters, determined to work until I could raise means to go away, which would take about eighteen months. If my business continued good, I would have a sufficient amount of money at the appointed time to travel with, to someplace where I could make a permanent living, for I was determined to go to someplace where my prospects would be more encouraging.

Then I learned that Barker and Wheaton wanted a man to dress new work. I made application for the place, telling them I heard they wanted a man; they said they did, and asked if I understood dressing new shoes with gum; I said I was a shoemaker by trade, but had never used any gum; they asked for recommendations. One asked if I knew his barbers, James Scott and Charles Burrell; I said I was well acquainted with them; he said I will see them, and if they speak well of you, you come next Monday and I will let you know. The next Monday I went to the store and Mr. Barker said to me, Messrs. Burrell and Scott spoke well of you, and said you was just the man we wanted; we want you to come mornings and open the store, make the fire and sweep the room; for that we will pay one dollar a week; we want you to dress shoes with gum, and we will allow you twenty-five cents a case; when you assist in rolling leather, we will allow you one cent a roll; you need not close the store at night, we attend to that; we pay out money but once in three months for work; we sell and receive on three months' credit. After having been shown how to dress the shoes I commenced doing precisely as I had been shown, and worked all day on that one case, and got only about two-thirds of it done. The next day I finished that case and another one besides, and at the close of the week I was able to dress three cases a day; being particular to have him examine each case before they were repacked. When I went home nights I would find some work to be done to sustain myself the coming day. I now found that I was obliged to put in practice that which I was once trying as an experiment, working nights. So nights I would work until eleven o'clock, and other nights until after midnight.

Adapted from: Autobiography of William J. Brown, Museum Education Department at Old Sturbridge Village Edition (Freeport, NY, 1971).

Worksheet 14D, WILLIAM BROWN REACHES FOR SUCCESS (continued)

Exercise:

Arrange these events in the order in which they occurred in William Brown's life. Place numbers 1-5 in the blank to the left of each sentence.

_____ The white grocer hired no clerk rather than obey his uncle and refuse William Brown because he was Black.

_____ Brown worked long into the night gumming the soles of shoes.

_____ Enos Freeman's shop was purchased by Brown.

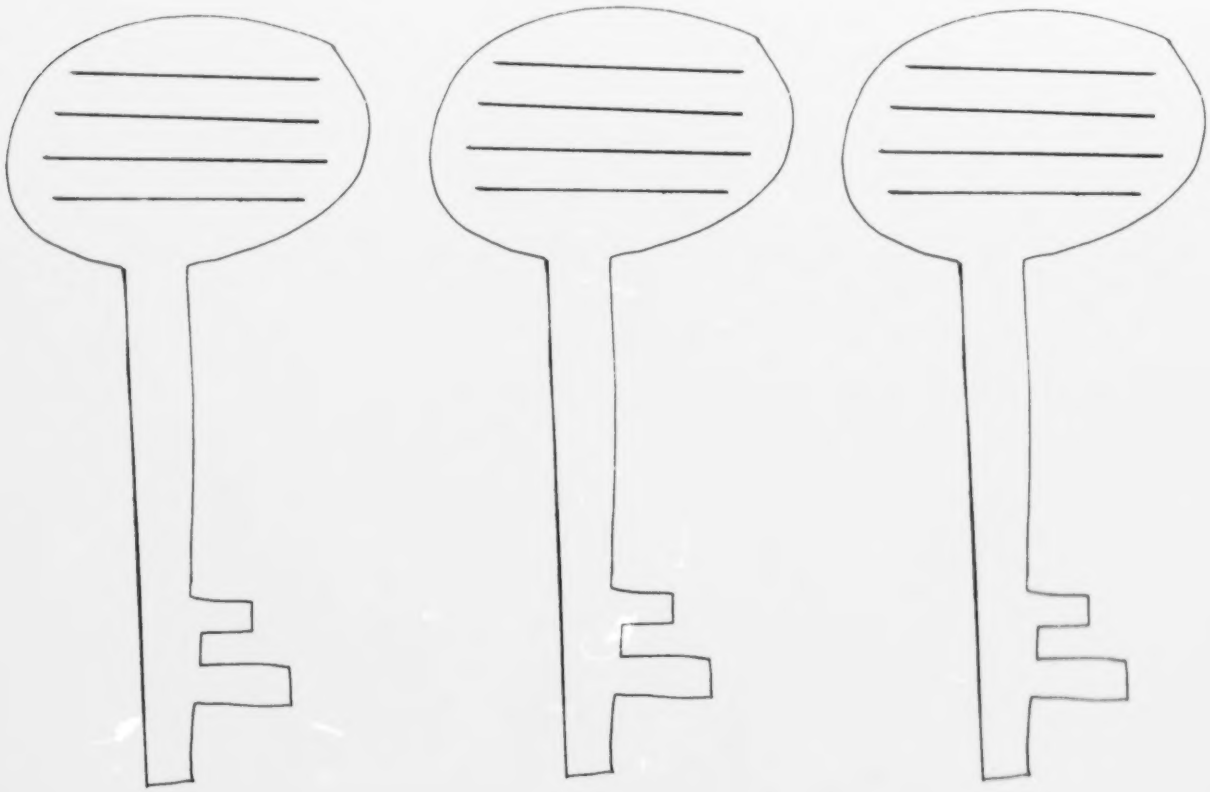
_____ William Brown applied to be an apprentice to a carpenter.

_____ Brown tried his hand at bookkeeping.

Exercise:

Unlocking the Door to Success

For each of these Keys to Success, fill in a way William Brown used his personality and/or talent to become successful in a trade.



Worksheet 14E

SARAH ANNA EMERY'S RECOLLECTIONS OF THE EARLY 1800s

Read Sarah Anna Emery's recollection of life in the early 1800s. Then complete the exercise that follows.

> In those summer days, when my recollection first opens, mother and Aunt Sarah rose in the early dawn, and, taking the well-scoured wooden pails from the bench by the back door, repaired to the cow yard behind the barn. We owned six cows; my grandmother four. Having milked the ten cows, the milk was strained, the fires built, and breakfast prepared. Many families had milk for this meal, but we always had coffee or chocolate, with meat and potatoes. During breakfast the milk for the cheese was warming over the fire, in the large brass kettle. The milk being taken from the ten cows, my mother made cheese four days, Aunt Sarah having the milk the remainder of the week. In this way good-sized cheeses were obtained. The curd having been broken into the gasket, the dishes were washed, and unless there was washing or other extra work, the house was righted. By the time this was done the curd was ready for the press. Next came preparations for dinner, which was on the table punctually at twelve o'clock. In the hot weather we usually had boiled salted meat and vegetables, and, if it was baking day, a custard or pudding. If there was linen whitening on the grass, as was usual at this season, that had to be sprinkled. After dinner the cheeses were turned and rubbed; then mother put me on a clean frock, and dressed herself for the afternoon. Our gowns and aprons, unless upon some special occasion, when calico was worn, were usually of blue checked home-made gingham, starched and ironed to a nice gloss.
>
> In the sultry August afternoons mother and Aunt Sarah usually took their sewing to the cool back room, whose shaded door and windows overlooked the freshly mown field, dotted by apple trees. Beyond the mossy stone wall stood the homestead of Uncle Samuel Thurlow, our next-door neighbor. Other buildings came to view, interspersed with hill and meadow, forest and orcharding.
>
> My grandmother, after her afternoon nap, usually joined her daughters, with a pretence at knitting, but she was not an industrious old lady. There was no necessity for work; and if idle hours are a sin, I fear the good woman had much to answer for. Leaning back in her easy chair, she spent the time with watching the activity or joined in the harmless gossip of some neighboring woman, who had run in with her sewing, for an hour's chat.

At five o'clock the men came from the field, and tea was served. The tea things were washed, the vegetables were gathered for the morrow, the linen taken in, and other chores done. At sunset the cows came from the pasture. Milking was finished and the milk strained, the day's labor was ended. The last load pitched on the hay mow, and the last hay stack turned up, my father and the hired man joined us in the cool back room, where bowls of bread and milk were ready for those who wished the refreshment. At nine o'clock the house was still, the tired hands gladly resting from the day's toil.

Adapted from: Sarah Anna Emery, Reminiscences of a Nonagenarian, (Newburyport, 1879) Old Sturbridge Village Museum Education Department Edition.

Exercise:

Place the following activities in the order they would be done on a typical day during the Age of Homespun.

_____ Cheese was prepared and laundry dried in the sun.

_____ The women got together to knit, sew, and chat.

_____ Bowls of milk and bread were served to the family and help.

_____ Meat and potatoes were cooked over the fire.

_____ The women dressed themselves in gingham or calico gowns.

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #15

Themes: Contributions, Movements of People

Focus Question: How important was the development of an effective transportation network to the economic growth of the United States?

Background:

The inland transportation system of the United States took a long time to develop. The Appalachian Mountains stood in the way of movement west from the Atlantic seaboard to the major river systems of the Ohio.

In 1794, eastern businessmen, mindful of opportunities for inland markets financed a private toll road -- the Lancaster Turnpike, which connected Philadelphia to Lancaster, Pennsylvania. (Charges were levied for people, animals, and vehicles using the road). Eastern financiers continued to profit from "turnpikes" in the Northeast. Westerners clamored for their own roads. The resulting National or Cumberland Road connected Maryland with Wheeling (present-day West Virginia) on the Ohio River.

The road system, combined with a developing canal system and the newly invented steamboat, created a burgeoning transportation network. Westerners and Easterners specialized respectively in agriculture and manufacturing and both regions came to depend on each other.

Major Idea:

. While TECHNOLOGY made life easier in some respects and made many things less scarce, it also had unintended effects on the way people lived. Regional interaction increased with improvements in transportation and communication.

Concepts:

. Interdependence
. Technology

Performance Objectives: Students will be able to:

. Identify major east-west road and canal routes in the early 19th century.

. Describe the impact of an improved transportation network on the ordinary American.

. Evaluate the importance of an improved transportation network to the economic development of the United States.

Development:

. Distribute Worksheet 15A, "Transportation Network in the New Nation." Have students read the map, complete the exercise, and explain their answers to the following questions:

- What does this map tell us about the transportation system in the new nation?

- Why would Western settlers want the national government to build roads in the early 1800s?

- Why would Eastern businessmen be more willing to finance private toll roads in the Northeast and Middle Atlantic States than in the West?

- Would geographic features have posed problems in the building of early roads? Explain.

- How would the development of canals improve the economy of the new nation?

- Would the development of an effective transportation system bring the people of the United States closer together or make sectional loyalties stronger? Explain.

. Distribute Worksheet 15B, "The National Road and the Common People." Have students read the worksheet and complete the exercises.

. Have students roleplay the part of the reporter and the common people and explain their answers to the following questions.

- What is this "interview" about?

- Why would the town of Wheeling be excited about the completion of the National Road?

- What impact would the road have on the people who were interviewed?

- Which of these people would benefit most? Least? How would the economy of the new nation be affected by the road? Explain.

- Would an improved transportation network improve the lives of all Americans? Why or why not?

Worksheet 15A

TRANSPORTATION NETWORK IN THE NEW NATION

Examine the map showing improvements in United States transportation routes, then answer the questions that follow.

Reich and Belles, Building the American Nation (New York: Harcourt Brace, Jovanovich, 1968), p. 274. Permission pending.

1. The Erie Canal connected the cities of _____ and _____.

2. The National Road ultimately connected the states of _____ and Illinois.

3. In 1818, in order to reach the Ohio River from Maryland, the National Road had to cross _____.

4. Philadelphia was at the intersection of a road beginning in _____, Pennsylvania and connecting to _____, Massachusetts.

5. Before the roads were completed, settlers in the west would have to use _____ to travel from Louisville, Kentucky to Pittsburgh, Pennsylvania.

Worksheet 15B

THE NATIONAL ROAD AND THE COMMON PEOPLE

It is 1818 and the Cumberland Road has just been completed. At the end of the road in Wheeling (now in West Virginia), a group of Americans are interviewed by the Inquiring Reporter about their opinions on the new road.

THE AMERICAN MOSAIC 1818

Inquiring Reporter: The federal government just spent seven years and about $13,000 a mile to build the National Road. Will this road be useful to you?

Male Farmer: The new road will help me and my family. Now I can use the road to drive herds of sheep and cattle to Eastern markets. I still don't trust those Easterners who wouldn't build a private toll road to the West, but I do like having a market for my goods.

Eastern Business Owner: The West has lots of products to offer: grain, timber, pelts, hogs, and cattle. Westerners could buy our textiles in exchange for these products. The road will serve my interests well.

Free Black Family: We left Virginia after our holder freed us in his will and we now plan to settle in the Ohio Valley. It was a hard trip out here by wagon and boat. Some settlers have already offered to help us begin a new life here. I'm glad we were able to use the road to get to Wheeling.

Female Farmer: Life is rough for us women. The work is hard and our cabin is damp and cold. The children often take sick. Maybe now that the road is built some doctors, midwives and druggists will move out west. We'd make the midwife a housewarming party!

Stagecoach Driver: The road is a good opportunity for me. I'm planning to open a stagecoach line. With the completion of the road, the horses won't be up to their ears in mud at day's end. My wagons should make 60 miles a day. The trip is a rough one, so I'll call my company the Shake Gut Line.

Frontier Settler: I'm not so happy about this road! I'm going to have to travel beyond the Ohio River to find those wide open spaces. This road's going to bring too many people to the Ohio Valley!

Worksheet 15B, THE NATIONAL ROAD AND THE COMMON PEOPLE (continued)

Exercise:

1. Pretend that you and your family have just settled in the Ohio Valley. In the space provided, write your occupation and response to the inquiring reporter's question:

   _____: The completion of the road makes me feel
   (occupation)

   _____ because _____

   _____

   _____

   _____

2. In the space below write a slogan or congratulatory banner for the local Wheeling newspaper celebrating the completion of the road.

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #16

Theme: Contributions

Focus Question: How did the building of the Erie Canal help make New York the "Empire State"?

Background:

In New York State in the early 1800s, travel by land was slow and difficult as the system of roads was hardly adequate. The state's merchants realized that in order to establish trade with markets in the West, a more efficient mode of transportation had to be established. Governor DeWitt Clinton of New York realized this as well. Thus, in 1817 he commissioned the building of the Erie Canal. The waterway linked New York (via the Hudson River to Troy) and Buffalo.

After eight years of construction that included, tragically, and a number of deaths, the canal opened in 1825. The canal proved to be a boon for New York City commerce because goods from the West had easy access to the markets of Europe and the rest of the United States.

The boats used on the canal did not have engines. Horses or mules walked alongside the canal pulling the boats. Among the dangers for people who traveled on these boats were the low bridges that crossed the canal. Crew members on the boats would occasionally yell "Low Bridge!" to warn the passengers to duck so that they would not be knocked off the boat.

Major Idea:

. The Erie Canal had an important impact on the growth and development of New York State.

Concepts:

. Environment
. Interdependence
. Technology

Performance Objectives: Students will be able to:

. Explain the importance of the Erie Canal to the economy of the United States, New York State, and New York City.

. Describe what it was like to take a trip on the Erie Canal.

. Interpret a map showing the Erie Canal.

. Evaluate the extent to which the building of the Erie Canal contributed to making New York "the Empire State."

Development:

. Distribute Worksheet 16A, "Canal Travel." Have students explain their answers to the following questions:

- What do you see in the picture?

- How would you have described a trip on the Erie Canal if you were one of the passengers in this picture?

- Why do you think people who wished to sell goods would have found the Erie Canal so important?

. Distribute Worksheet 16B, "Journeys on the Erie Canal." Have students working in pairs read the worksheet, complete the exercise, and explain their answers to the following questions:

- What do the accounts tell us about travel on the Erie Canal?

- How does the German immigrant describe conditions on the canal boat?

- How is the boat able to travel through hilly or higher elevations?

- Why do you suppose the German immigrant is able to find so many goods and services in towns along the Erie Canal?

- If you read the German immigrant's account in 1836, would you have made a trip on a canal boat? Why or why not? Why does the author say, "I would never advise ladies to travel by canal?" What does this tell us about the author's attitude toward to women?

- After reading both accounts, what conclusions can you draw about the contributions of the Erie Canal to the growth of New York State? New York City?

. Distribute Worksheet 16C, "The Erie Canal Game." Students will need a button which will be used as a marker and a die to play the game. Assign each student a partner. Have students play the game, following the instructions on the worksheet. The winner is the first student to go from New York City to Buffalo by rolling the die to move the number of spaces indicated to land on the square marked "Buffalo."

. After students have completed the game, ask them to explain their answers to the following questions:

- What does this game tell us about traveling or shipping goods on the Erie Canal?

- What were some of the advantages of shipping goods on the Canal?

- What were some of the disadvantages of shipping goods on the Canal?

- Why was the building of the Canal so important in its time to New York City?

- Why aren't canals so important today?

Follow-up Activities:

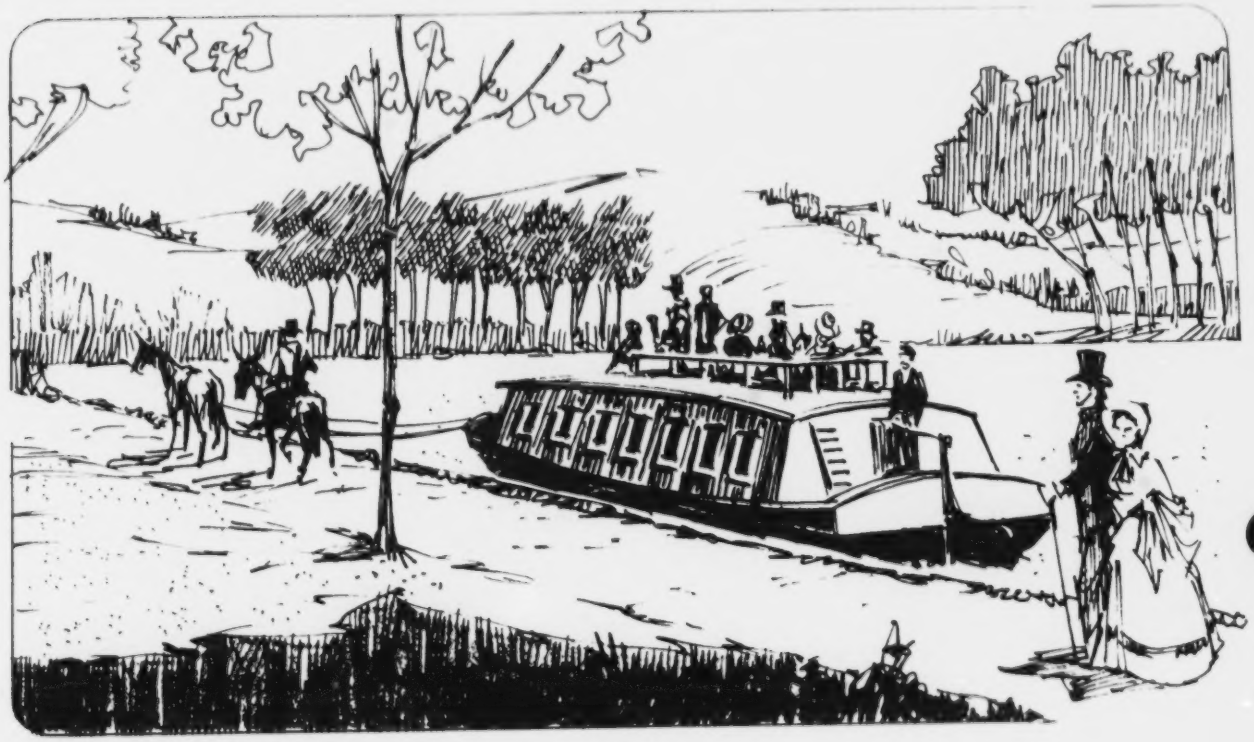
- The folksong, "Fifteen Miles on the Erie Canal," was written to commemorate the opening of the Erie Canal. It might be borrowed from the library and students can sing along.

- Additional information on the Erie Canal can be obtained by writing to:

Erie Canal Museum
315 Erie Boulevard East
Syracuse, NY
(315) 471-0593

Worksheet 16A

CANAL TRAVEL



Louis G. Boccanfuso and Rosemary J. Faruolo Uzzo, Exploring New York (Lexington, MA: D.C. Heath, 1987), p. 101. Permission pending.

Worksheet 16B

JOURNEYS ON THE ERIE CANAL

Read the following two accounts of boat rides on the Erie Canal and complete the chart that follows.

Account #1

We arranged for the trip to Buffalo in a canal boat: sleeping quarters and meals with the captain, $8 each. This is a distance of 360 English miles (576 kilometers), and the trip lasted 7 days. The boats are suitably fitted up. There are three cabins: a small one where the women passengers sleep; a second with benches, which at night are put together and made into beds for the men; and a third where meals are served. Next to the dining room is the kitchen, where the sailors and the cook have their quarters. In the middle is the large space for goods. The boats are not very large, about 50 feet (15 meters) long and 10 feet (3 meters) wide, with the lower deck just high enough so a man can stand upright. Nevertheless, everything is surprisingly well managed. People of this region, therefore, make constant use of these boats, and it never occurs to anyone to go by foot, to ride, or travel by carriage....

The boat is drawn by horses, usually in relays of two, and day and night they keep up a sharp pace. The canal is only 4 or 5 feet (1.2 or 1.5 meters) deep, and of course the boats are built in accordance....

The first day we traveled through beautiful, settled country, with the Mohawk River, which, by means of locks, supplies the water for the middle section of the canal, on the right. It is a good-sized stream but hasn't enough water for steamships. Beyond are heavily wooded mountains, and the whole view is splendid. Along the canal is a chain of inns and stores where a person can get in one place what, in Germany, he would have to look for in many shops and workshops.

The first day we passed many locks, and that delayed the trip. The canal is for the most part laid out where the country is flattest. But as all the hills cannot be avoided, locks have to be built, which must cost frightful sums. There are perhaps 200 between Albany and Buffalo. At the entrance into one of these locks, built from quarried stone, there is a pair of gates, which is closed once the boat is inside. The upper section of the canal, perhaps 10 or 15 feet (3 or 4.5 meters) higher, is held by another gate, which is closed while one is going through the lower gate, and then opened as soon as the lower one is closed. As the water

comes rushing through the gate of the lock, the water and the boat at the closed door are lifted, rising to the height of the upper level. This process is repeated till one is up the hill. Sometimes the rise is small, and only 1 or 2 locks are needed, but sometimes it is greater, and 4, 5, 6, 8, 10, or even 12 locks follow one after the other. The boat that wants to descend must wait meanwhile until the lock gate of the lower level is opened....

So the journey proceeded as far as Buffalo, which we reached Sunday morning at three o'clock.

Emma S. Vonnegut, trans. and ed., The Schramm Letters: Written by Jacob Schramm and Members of His Family from Indiana to Germany in the Year 1836 (Indiana Historical Society Publications, Vol. II, No. 4, 1935), pp. 249-52. Permission pending.

Account #2

I would never advise ladies to travel by canal, unless the boats are quite new and clean; or at least, far better kept than any that I saw or heard of on this canal. On fine days it is pleasant enough sitting outside (except for having to duck under the bridges every quarter of an hour, under penalty of having one's head crushed to atoms), and in dark evenings the approach of the boatlights on the water is a pretty sight; but the horrors of night and wet days more than compensate for all the advantage these vehicles can boast. The heat and noise, the known vicinity of a compressed crowd, lying packed like herrings in a barrel, the bumping against the sides of the locks, and the hissing of water therein like a flood, startling one from sleep; these things are very disagreeable.

F. Daniel Larkin et al., New York Yesterday and Today (Morristown, NJ: Silver Burdett & Ginn, 1984), p. 181.

Exercise:

For each of the statements below, place a check (✓) under "Account #1" if the information agrees with the information given there. Place a check (✓) under "Account #2" if the statement agrees with information in that source. Check "Both Accounts" if the information is found in both sources.

A RIDE ON THE ERIE CANAL			
Information	Account #1	Account #2	Both Accounts
1. Usually the canal boats are a comfortable, reasonably priced way to travel.			
2. It's impossible to get a night's sleep on a canal boat trip.			
3. It's necessary to duck your head if the boat passes a low bridge and you're sitting on the deck.			
4. Many products are available in the towns that line the canal route.			
5. Passing through locks can delay the trip.			

Worksheet 16C

THE ERIE CANAL GAME

The Erie Canal is 40 feet wide. It was dug between Troy, New York, and Buffalo, New York. Before the Canal was built, goods sent to the West had to travel over poor roads and mountains. The Canal saved a lot of time and money by connecting New York City to Buffalo by water.

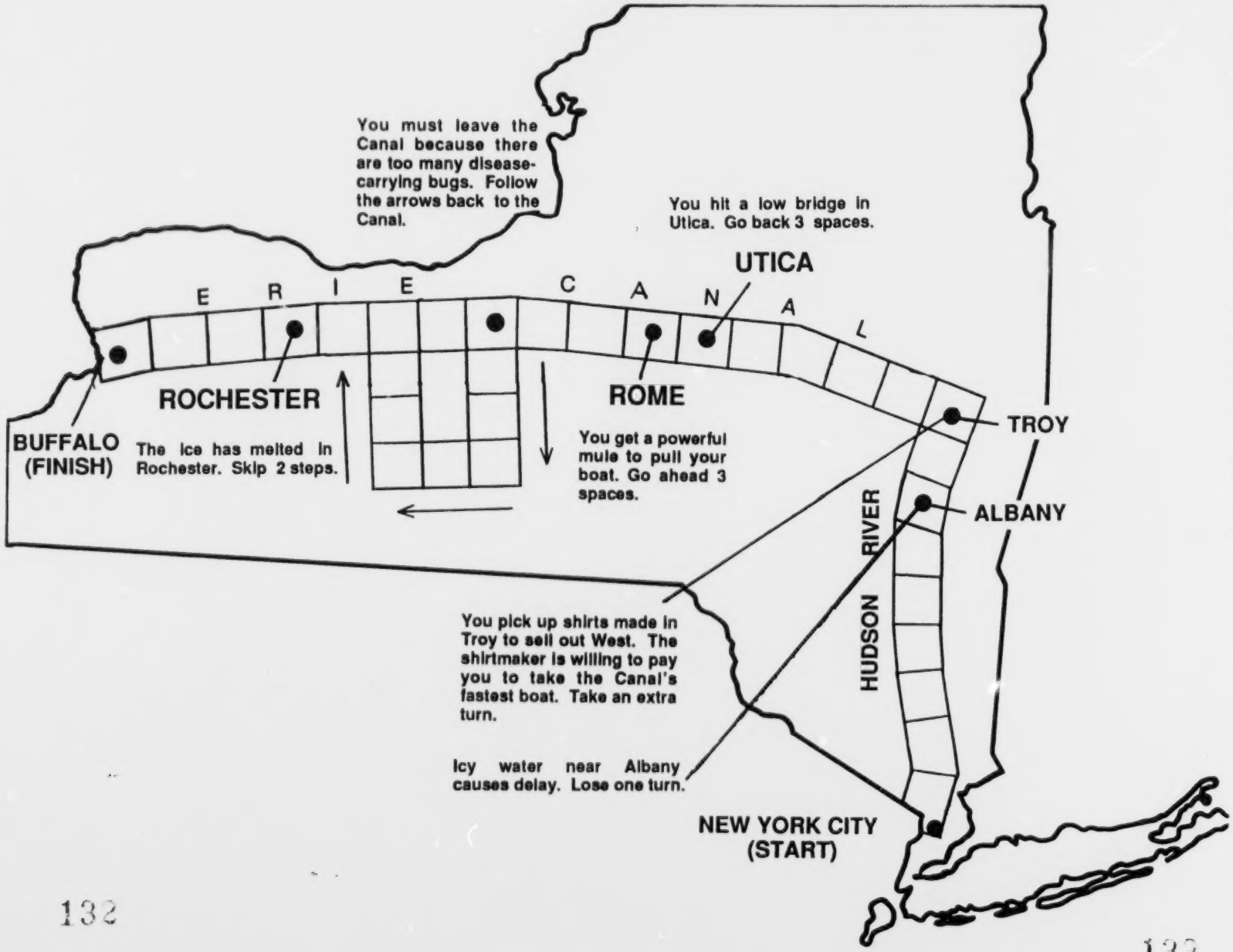
How to Play the Game:

. Both players place their markers at the starting point (New York City).

. Take turns rolling the die, and move the markers the number of spaces shown on the die.

. If you land on a space with a message, follow the instructions.

. The player who lands in Buffalo first wins. (You must roll the exact number.)


You must leave the Canal because there are too many disease-carrying bugs. Follow the arrows back to the Canal.
You hit a low bridge in Utica. Go back 3 spaces.
UTICA
E R I E C A N A L
ROCHESTER
ROME
BUFFALO (FINISH)
The ice has melted in Rochester. Skip 2 steps.
You get a powerful mule to pull your boat. Go ahead 3 spaces.
TROY
ALBANY
HUDSON RIVER
You pick up shirts made in Troy to sell out West. The shirtmaker is willing to pay you to take the Canal's fastest boat. Take an extra turn.
Icy water near Albany causes delay. Lose one turn.
NEW YORK CITY (START)

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity: #17

Themes: Movements of People, Struggle for Equality

Focus Question: What was the impact of the early factory system?

Background:

The first cotton mills were built by Samuel Slater in Rhode Island in 1790. By the 1830s, mill towns had sprung up throughout the Northeast, near rivers, a cheap source of power. Young women, who were willing to accept lower wages than men, left the farms to work in the mills. Work in the mills was a natural move for women who had made clothing at home and practiced needlework from the age of seven. The earliest mills in such towns as Lowell, Massachusetts had "enlightened" owners who provided educational facilities, churches, and strict rules for boarders.

By the 1840s this somewhat idealistic situation had changed. Mill owners began to cut wages as immigrants, mostly from Ireland, were willing to work for cheaper wages. The work at Lowell was thirteen hours in summer and from sunrise to sunset in winter. Children under sixteen, who constituted two-fifths of the labor force in New England textile mills, worked twelve or more hours a day. Fledgling labor organizations began to spring up to address grievances in the early factory system.

Major Ideas:

. Economic growth brought about a fundamental change in the ways Americans conducted their personal and private business.

. People often derived part of their identity from the work they did.

Concepts:

. Change
. Identity
. Technology

Performance Objectives: Students will be able to:

. Describe the life of a factory worker in the early 19th century.

. Compare and contrast the life of a factory worker in the 19th century with the life of a factory worker today.

. Take and defend a position on whether the factory system was a blessing or a curse.

Development:

. Distribute Worksheet 17A, "Factories Change Life In America." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What do these headlines tell us?

- What changes did the growth of factories bring to American life?

- Why might young Americans leave their farms and go to the mill towns?

- If you were a parent in 1840, would you advise your child to leave home and head for New England? Why or why not?

- Would you have been comfortable with the changes brought about by the rise of factories?

- How do changes brought about by the early factory system compare with the recent changes brought about by computers?

. Distribute Worksheet 17B, "Plan for a New England Manufacturing Company." Have students working in pairs read the worksheet, complete the exercise, and explain their answers to the following questions:

- What is the worksheet about?

- What were the labor needs at this mill?

- How was labor specialized at the mill? How is this a change from the way goods had been produced?

- How would you compare the job opportunities for men and women? Why were more women hired?

- Do you think that the owner was taking a great risk in planning this factory in the 1820s? Why or why not? Would you have joined him as a partner? Why or why not?

- To what extent was the factory of the 1820s like today's factory? Explain.

- What do you think the owner's greatest challenge would be in opening this factory? Explain.

. Distribute Worksheet 17C, "The Independent Mill Girl." Have students read the worksheet, complete the exercises, and explain their answers to the following questions:

- What is the "Song of the Factory Girls" about?

- What does the song tell us about the feelings of the first factory girls?

- Why might the worker be so carefree?

- According to the song, why can't the factory worker and the slave be compared? Do you agree?

- If you lived in the early 19th century, would you have left home (or encouraged a family member to leave home) to work in the factory?

- Do you agree that factories made life better for the workers?

- What is the song "The Lowell Factory Girl" about?

- How do we know that this girl is an immigrant?

- What feelings does this worker express about her work?

- How do the feelings in this song compare to those in the "The Song of the Factory Girl"?

- How would you account for the differences?

- In spite of difficult conditions, why would many workers and immigrants turn to the factory owner for jobs?

- With which song do you more closely identify? Why?

. Distribute Worksheet 17D, "1840s Factory Timetable." Have students, working in pairs, read the worksheet and explain the answers to the following questions:

- What does this timetable show?

- Why might the factory schedule be posted in the boarding houses?

- How would you compare the schedule of the 1840s to a worker's schedule today?

- If you were a worker at that time, what grievances (complaints) might you have had against this system?

. Have students roleplay the reporter and mill owner and note responses of the mill owner to the reporter's questions.

. Distribute Worksheet 17E, "Working Conditions in Mills." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What view of factory conditions is presented here?

- How does this view of factory life compare with the view expressed in the "Song of the Factory Girls"? In the "Lowell Factory Girl"?

- Why were mill workers in Massachusetts petitioning the legislature in 1845?

- How do you explain the legislature's decision not to pass a law calling for a ten-hour work day?

- If you were a Massachusettes legislator in 1848, how would you have reacted to the petition of these mill workers?

- Were the reasons given by the legislature for refusing to pass a law valid? Why or why not?

- Based on all of the evidence given in this activity, was the early factory system a blessing or a curse? Explain.

Follow-up Activities:

. A recently opened museum on Manhattan's Lower East Side contains some interesting exhibits on living conditions of New York City workers in the pre-Civil War period. A class visit can be arranged to:

The Lower East Side Tenement Museum
97 Orchard Street
New York, NY
(212) 431-0233

. Research the problems faced by undocumented immigrants in factories today. Propose to the New York State legislature a bill which would protect their rights.

Worksheet 17A

FACTORIES CHANGE LIFE IN AMERICA

Read the following headlines and match the pictures that follow to the appropriate headline.

1790 THE AMERICAN MOSAIC 1850

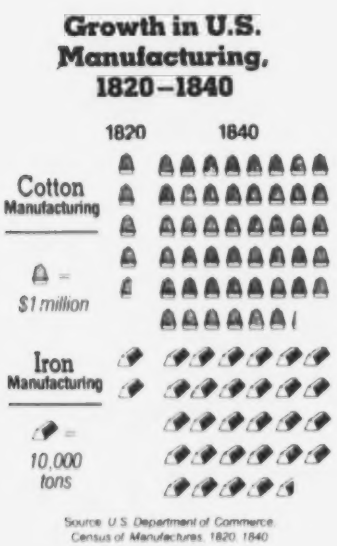
SLATER HAILED AS HERO: FACTORY EQUIPMENT SPEEDS PRODUCTION OF TEXTILES

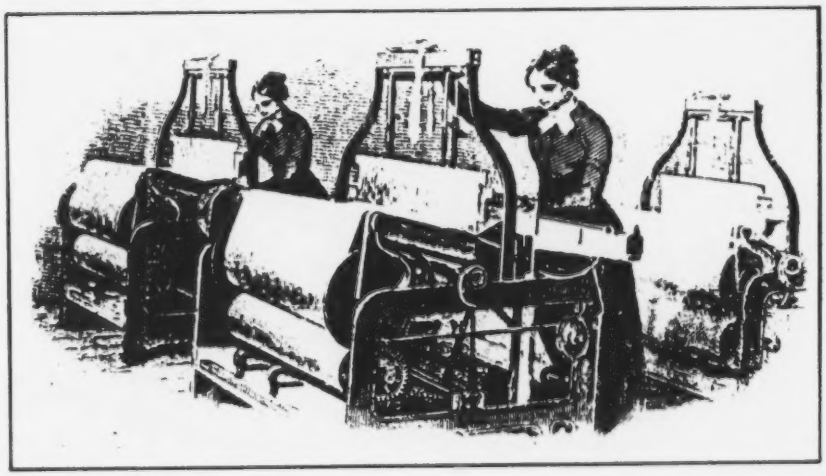
FACTORIES SPRING UP NEAR NEW ENGLAND WATERWAYS

MILL OWNERS OFFER YOUNG WOMEN A HOME AWAY FROM HOME

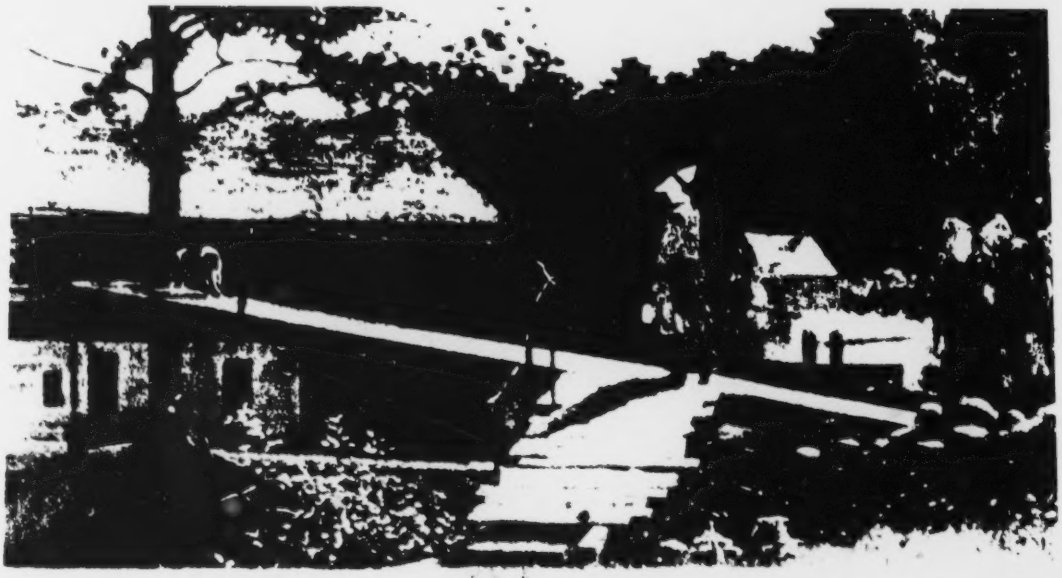
CENSUS RECORDS GREAT GAINS IN TEXTILE AND IRON PRODUCTION

IMMIGRANTS SEEK NEW LIFE IN NEW ENGLAND MILL TOWNS





The Granger Collection. Permission pending.



Yale University Art Gallery. Permission pending.

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Worksheet 17B

PLAN FOR A NEW ENGLAND MANUFACTURING COMPANY

In 1823 Silas Bullard began to build a new cotton factory in New Ipswich, New Hampshire. He decided he needed 71 girls and 9 men for the factory whose new name would be the Columbian Manufacturing Company. After reading the factory plan below, design want ads for men and women workers based on the information in the plan.

	Wages per week	Total wages for this classification
Weaving Room		
1 male overseer	$8	$8
1 male second hand	$3	$3
32 girls for looms	$2	$64
2 girls to draw in Webbs, Plain Cloth	$2.25	$ 4.50
4 dresser girls (finishes cloth)	$2.50	$10
2 girls as spare hands	$2	$ 4.00
Spinning Room		
1 male overseer	$8	$ 8
1 male second hand	$3	$ 3
16 girls for frames	$2	$32
2 girls for warpers (threads loom lengthwise)	$2	$ 4
1 girl as spare hand	$2	$ 2
Preparation Room		
1 male overseer	$8	$ 8
1 male second hand	$3	$ 3
1 male card stripper (machine that softens and separates fibers)	$3	$ 3
2 speeder girls	$2	$ 4
4 girls drawing tenders (device for pulling yarn)	$2	$ 8
2 girls lap tenders (device for stretching and preparing yarn)	$2	$ 4
4 girls behind cards (disentangles and prepares thread)	$2	$ 8
1 man to attend picker (machine that removes loose cloth from finished cloth)	$4	$ 4
1 man to measure and bale cloth	$4	$ 4

Adapted from: Charles Barrett to Silas Bullard, December 21, 1823, Columbian Manufacturing Company, Early Records, Merrimack Valley Textile Museum; Frederic Kidder et al., ed., The History of New Ipswich (Boston, 1845), pp. 224-231.

Worksheet 17B, PLAN FOR A NEW ENGLAND MANUFACTURING COMPANY (continued)

Exercise:

Complete the want ads based on the information in the cotton factory plan.

COLUMBIAN MANUFACTURING COMPANY NEEDS WORKERS

MEN

_____

_____

Needed to Supervise

_____

_____

High Pay $_____ week

Call on: _____

at _____

Wanted!!

OVERSEERS

GIRLS NEEDED!!!

Knowledge of These Skills:

_____

_____

_____

_____

Earn_____ week

Call on _____

at _____

Be a part of an exciting new adventure at Columbian Manufacturing Co.

Worksheet 17C

THE INDEPENDENT MILL GIRL

Pretend that you are a worker who has gone off to board at one of the mills. Read the following songs and send postcards home describing how you feel living away from home. Base each postcard home on the information given in the song.

Song of the Factory Girls

Oh, sing me the song of the Factory Girl!
So merry and glad and free!
The bloom in her cheeks, of health how it speaks,
Oh! a happy creature is she!
She tends the loom, she watches the spindle,
And cheerfully toileth away,
Amid the din of wheels, how her bright eyes kindle,
And her bosom is ever gay.

Oh, sing me the song of the Factory Girl!
Who no titled lord doth own,
Who with treasures more rare, is more free from care
Than a queen upon her throne!
She tends the loom, she watches the spindle,
And she parts her glossy hair,
I know by her smile, as her bright eyes kindle,
That a cheerful spirit is there.

Oh, sing me the song of the Factory Girl!
Link not her name with the Slave's;
She is brave and free, as the old elm tree
Which over her homestead waves.
She tends the loom, whe watches the spindle,
And scorns the laugh and the sneer,
I know by her lip, and her bright eyes kindle,
That a free born spirit is there.

Dear Parents,

Life at the mill _____

_____

_____

In addition, _____

_____

_____

Love,

_____

From:
Chicopec, Mass.

Stamp

To: _____

_____

_____

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The Lowell Factory Girl

When I set out for Lowell,
Some factory for to find,
I left my native country,
And all my friends behind.

Refrain:
Then sing hit-re-i-re-a-re-o
Then sing hit-re-i-re-a-re-o

But now I am in Lowell,
And summon'd by the bell,
I think less of the factory
Than of my native dell.

Refrain.

The factory bell begins to ring,
And we must all obey,
And to our old employment go,
Or else be turned away.

Refrain.

Come all ye weary factory girls,
I'll have you understand,
I'm going to leave the factory
And return to my native land.

Refrain.

No more I'll put my bonnet on
And hasten to the mill,
While all the girls are working hard,
Here I'll be lying still.

Refrain.

No more I'll lay my bobbins up.
No more I'll take them down;
No more I'll clean my dirty work,
For I'm going out of town.

Dear Parents,

I am homesick for my

native land because _____

_____

_____

In addition, work at the mill

_____

_____

Love,

_____

From:

Lowell, Mass.

Stamp

To: _____

_____

_____, IRELAND

Worksheet 17D

1840 FACTORY TIMETABLE

Read the timetable of the mill. A local newspaper reporter is investigating factory conditions. The reporter's questions are listed on the next page. Working with a partner, write the responses you think the mill owner would make.

TIME TABLE

— OF THE —

AMOSKEAG NEW MILLS,

Arranged to make the Working Time throughout the year average

11 HOURS PER DAY.

COMMENCE WORK,	at 6.30 A. M.
LEAVE OFF WORK,	at 6.45 P. M.

Except on Saturday Evenings, at 4 o'clock.

BREAKFAST,	at 6.00 A. M.
DINNER,	at 12.00 M.
COMMENCE WORK, after Dinner,	at 12.45.

BELLS.

Morning Bells.

FIRST BELL,	4.30 A. M.
SECOND,	5.30 A. M.
THIRD,	6.20 A. M.

Dinner Bells.

RING OUT,	12.00 M.
RING IN,	12.35.

Evening Bells.

RING OUT,	6.45 P. M.

Except on Saturday.

Saturday Evening Bell.

RING OUT,	4.00 P. M.

Worksheet 17D, FACTORY TIMETABLE - 1840s (continued)

Reporter: What daily work schedule do the workers follow?

Mill Owner: _____

_____

_____

Reporter: Isn't it important for workers who board at the mill to eat well and have free time?

Mill Owner: _____

_____

Reporter: Why must the bells keep ringing all day long?

Mill Owner: _____

_____

Worksheet 17E

WORKING CONDITIONS IN MILLS

In the 1840s, it became evident that conditions in the mill towns were not as good as they had originally seemed to be. The testimony below is adapted from the actual hearings before the Massachusettes legislature looking into working conditions in factories.

****

Committee Member X: What is it that the petitioners request of the Massachusetts legislature?

Petitioner A: We declare that in the factories we are confined from 13 to 14 hours per day in unhealthy rooms, and are thereby hastening through pain, disease and privation down to a premature grave. We, therefore, ask the legislature to pass a law providing that ten hours and no more than ten hours shall constitute a day's work.

Committee Member Y: And who are the petitioners?

Petitioner B: A total of 2,139 people have signed the petition, of which 1,151 are from Lowell. A very large proportion of the Lowell petitioners are females. Nearly one half of the Andover (another mill town) petitioners are females. The petition from Fall River is signed exclusively by males.

Committee Member Z: Please tell us about your experiences in the mills. What are the working conditions like?

Petitioner C: I had worked for almost 3 years in the Lowell factories. I have worked 2 years in the Middlesex mills. My work is weaving and I work by the piece. My wages average $16-$23 a month exclusive of board. In the summer, we start work at 5 A.M. and finish at 7 P.M., with half an hour for breakfast and three quarters of an hour for dinner. During the other eight months of the year, only half an hour is allowed for dinner.

Committee Member X: Are conditions in the mill buildings conducive to getting the work done?

Petitioner D: In the room where I work the lighting and ventilation are very poor. About 130 females, 11 men, and 12 children (between the ages of 11 and 14) work in the room with me. There is never a day when at least 6 females are absent from sickness. I myself am quite often out on account of sickness.

Committee Member Y: Thank you for your testimony. The members of this committee will now deliberate and decide on whether a law should be passed providing for a ten hour work day.

SOME TIME LATER:

Committee Member Z: We have examined the mills and reached the unanimous conclusion that legislation is not necessary at the present time.

The committee does recognize that there are indeed abuses in the present system of labor. We think it would be better if the hours for labor were less -- if more time was allowed for meals, if more attention was paid to ventilation. We acknowledge all this, but we say the remedy is not with us. We look for it in the progressive improvement of art and science, in a higher appreciation of man's destiny, in a less love for money, and in a deeper love for social happiness and intellectual superiority.

Adapted from: Massachusetts General Court Legislative Documents, #50, 1845, pp. 1-3, 15, 16. Found in Beth Millstein and Jeanne Bodin, We, the American Women: A Documentary History, (Chicago: Science Research Associates, Inc., 1977), pp. 89, 90.

Exercise:

You are a reporter for The American Mosaic, covering the story of the mill workers' petition to the Massachusetts legislature. To meet your deadline you must send a telegram back to your editor at the newspaper. The telegram can only contain 30 words.

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

UNIT FIVE

Learning Activity #18

Theme: Movements of People

Focus Question: How did the first Chinese come into contact with people from the newly independent United States?

Background:

Once the United States was created, the frequency of contacts with Asians, particularly the Chinese, gradually increased. The catalyst for these contacts was the desire to increase trade and bring the American people so-called "riches from the East." The Empress of China became the first ship from the United States to engage in trade with the Chinese. Once Americans saw the goods the Chinese had to offer, trade and, consequently, Chinese immigration to this country increased considerably.

Major Ideas:

. Economic growth brought about fundamental CHANGE in the ways Americans conducted their personal and private business and led to increased contacts with people from other parts of the world.

. Because the expanding market economy created economic opportunities in both the agricultural and industrial segments, people looked elsewhere to take advantage of these opportunities.

. The experiences of immigrants differed depending upon the region in which they settled.

Concepts:

. Change
. Interdependence
. Scarcity

Performance Objectives: Students will be able to:

. Describe the initial contacts between Chinese and United States traders in Guangzhou (Canton).

. Evaluate the experiences of the first Chinese in the United States.

Development:

. Distribute Worksheet 18A, "Chinese - United States Trade." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What does this worksheet tell us about the United States trade with China during the late 1700s?

- How did trade between the United States and China begin?

- What do we learn about the Chinese at this time from this account? What do we learn about the Americans?

- As a Chinese, how would you have reacted to the appearance of the American traders?

- How can you explain the rules for trade set down by the Chinese?

- As an American, what would have been your reaction to the rules for trading set down by the Chinese? Would you have been willing to follow these rules? Why or why not?

. Distribute Worksheet 18B, "The First Chinese in the United States." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What does this worksheet tell us about the experiences of the first Chinese in the United States?

- If you were one of the Chinese described in this story, would you have done anything differently in the United States?

- After you returned home, what would be the first thing you would have told your countrymen about your trip to the United States?

. Distribute Worksheet 18C, "The Chinese on Display in New York." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What is this advertisement about?

- What does it tell us about the people in New York City at this time?

- Why would New Yorkers go to see Afong Moy? If you were a New Yorker at this time, would you have gone to see Afong May?

- If you were Afong Moy, how would you have felt about New Yorkers coming to see you under these circumstances?

- Does this advertisement show that New Yorkers of the time were in search of information about the Chinese or were they really interested in seeing a show about exotic and strange people?

- Do you think New Yorkers of today would respond differently if a new country were discovered that contained an unfamiliar race of people with unfamiliar clothing and customs?

<u>Follow-up Activities</u>:

. To learn more about the first Chinese who came to the United States, visit:

The Chinatown History Project
70 Mulberry Street
New York, NY 10013

Worksheet 18A

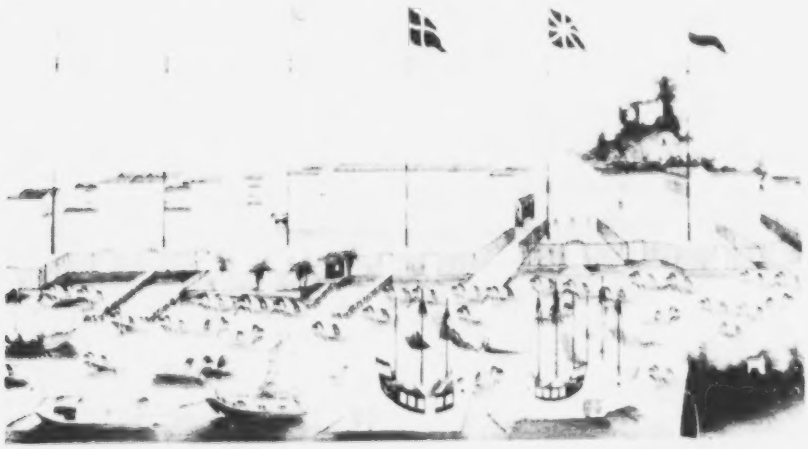
CHINESE-UNITED STATES TRADE

The Chinese immigration to the United States began, although slowly, with the start of trade between the two nations. The account below describes what the first meeting in 1784 between Chinese and American traders might have been like, recorded through the eyes of the Chinese.

> Today a ship, the Empress of China, from the new country, the United States of America, docked in Guangzhou harbor. After speaking to the captain, I determined that the Americans were interested in trading for the same things as the Europeans who had come before them -- silk, porcelain, tea, lacquerware, furniture and other goods which are produced here. In return, the captain brought with him a cargo of 30 tins of ginseng [a plant used in the production of medicines], pig lead, pepper, woolen clothing, and skins. After determining what the captain had to trade, I gave the captain this card, which has on one side a picture of the Thirteen Factories of Guangzhou and on the other the Emperor's rules for trading with the Chinese.

Rules for trade between the Chinese and all foreigners:

1. Foreigners may trade only with Hongs, large companies approved by the Chinese Emperor.
2. All business must be conducted only in the thirteen factories.
3. Foreigners are not allowed in the city of Guangzhou.
4. Foreigners are not allowed to gather in groups of ten or more.



Peabody Museum of Salem. Permission pending.

Worksheet 18B

FIRST CHINESE IN THE UNITED STATES

In 1785, the American ship Pallas returned from its journey to Guangzhou and docked in Baltimore harbor. Three Chinese, Ashing, Achum, and Accun, had been hired as members of the crew; they eventually became the first Chinese known to have lived in the United States. If they had written the story of their experience, it might have looked like what appears below. After reading the diary account, complete the last sentence as you think Ashing, Achum, and Accun would have.

We arrived in Baltimore harbor in August 1785, after sailing from Guangzhou and other parts of Southeast Asia. Among our crew of 35 were Chinese, Malays, Japanese, and a few Europeans. Our trip was a difficult one. At one point we sent a petition to the Captain, John O'Donnell, protesting that we had been fed poorly and had been forced to work at gunpoint. Most of us wanted to return to Asia as quickly as possible.

Unfortunately Captain O'Donnell decided to stay in the United States and get married. This meant that the Pallas would not be heading back to Asia soon. We decided to go to Philadelphia, where we heard that chances were better of getting hired on a ship bound for Asia.

In Philadephia no captain was willing to take us on, even as workers without pay. So for a year we lived on the money and goods we gathered from our trip and funds from the State of Pennsylvania. Mr. Levin Hollingsworth, a Philadephia merchant, allowed us to live in part of a building he owned.

Finally, on September 22, 1786, we departed on the Pallas for Bordeaux, France, first and then our homes in Asia. Our last words regarding this trip to the United States are:

_____

_____

_____

_____

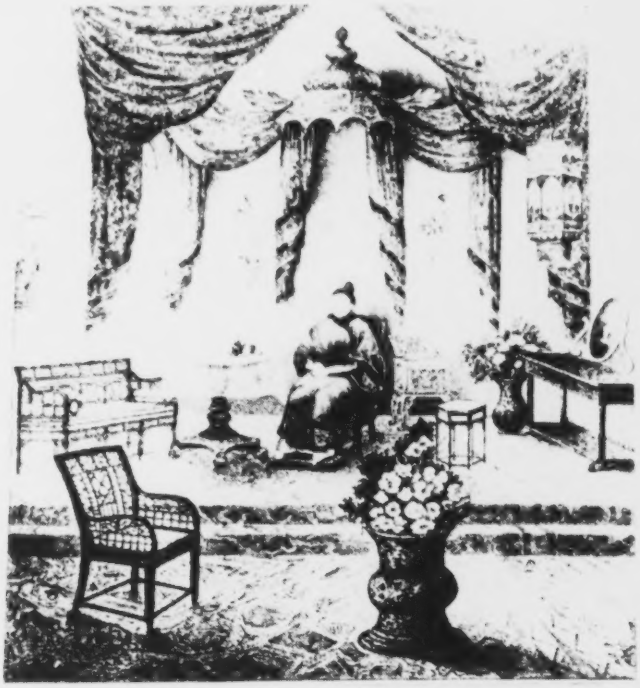
Worksheet 18C

THE CHINESE ON DISPLAY IN NEW YORK

The earliest known likeness of a Chinese in America, Afong Moy, appeared in 1834. Audiences in Brooklyn and Manhattan come to see her after the following theatre advertisement appeared:

SEE THE CHINESE LADY IN NATIVE COSTUME

She's showing New York belles how different ladies look in widely separated regions.



At 8 Park Place, New York City.

Exercise:

Assume you are Afong Moy and it is your first day before the people of New York in 1834. List the first two questions you would ask about New York City.

1. _____

2. _____

Assume you were a New Yorker of the day who has gone to see Afong Moy. List the first two questions you would ask her:

1. _____

2. _____

Photo in Loren W. Fessler, ed., Chinese In America: Stereotyped Past, Changing Present (New York: Vantage, 1983), p. 7. Permission pending.

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #19

Theme: Movements of People

Focus Question: Why did large numbers of Irish, Germans, and Chinese immigrate to the United States in the 1840s and 1850s?

Background:

Before 1830 the population of the United States grew rather slowly. After 1830, however, large numbers of immigrants began to enter the country. Between 1830 and 1860, almost five million people came to the United States from other nations. Like those who had come earlier, these immigrants were escaping wars and revolutions, fleeing poverty and starvation, and seeking religious freedom. Given the fact that the United States in the early 1800s needed people to build the canals, railroads, and turnpikes, and to staff the factories, it was not surprising that this country became a nation of immigrants.

The two major sources of this first great wave of immigration, often referred to as the "Old Immigration," were Ireland and Germany. Also, immigration from China was significant during this time period.

Ireland in the 1840s was a British colony in which most of the people were tenant farmers who lived mainly on potatoes. There had been a slow but steady stream of Irish who emigrated to Canada and the United States. Before the Great Famine, early marriages and large families had swelled the population so that by 1841, there were eight million people in Ireland. In the best of times, they could scarcely make ends meet. The potato crop on which they depended for most of their food failed in 1845, failed again in 1846, and failed again in 1847. Despite relief efforts, mostly from the Irish in the United States, one million people died of starvation and disease during the Great Hunger. One million more emigrated; most of them came to the United States.

After the Irish, the Germans were the next largest group of immigrants in America during this time. Over 400,000 Germans came to the United States in the 1840s alone. Almost one million more came during the next ten year period. Many German immigrants were poor farm families who had been hard hit by famine in their country. A large number of German immigrants, however, were political exiles whose activities in the Revolution of 1848 made it impossible for them to remain in Germany.

In the 1840s, China suffered from a series of domestic crises, including: mass famine, flooding, official corruption, and peasant revolts, which were exacerbated by foreign intervention during that period. At the same time, Chinese merchants trading out of China carried news back to China of the land of the "Golden Mountains," a reference to the discovery of gold in California. In fact, American advertisements appeared in China recruiting Chinese for work in mines and promising "great pay" and a "welcome." Many villagers responded, especially from Kwangtung, and came to the west coast of the United States. Many borrowed money to make the passage. However, separating from family and loved ones was most difficult. The burden of separation was made heavier by the difficult conditions.

Major Idea:

. Many people perceived major differences between the "old" and "new" immigrants, but the similarities between them outweighed the differences.

Concepts:

. Choice
. Empathy

Performance Objectives: Students will be able to:

. Explain the factors that caused major migrations of the Irish, Germans, and Chinese to the United States in the 1840s and 1850s.

. Analyze the experiences of each immigrant group in traveling to America.

. Compare and contrast the reasons for Irish, German, and Chinese immigration and the experiences of each group.

. Predict immigrant expectations and possible areas of conflict.

Development:

. Distribute Worksheet 19A, "Immigration, 1830-1860." Have students examine the graph, complete the exercise and explain their answers to the following questions:

  - What does this graph tell us about immigration to the United States from 1830 to 1860?

  - How would you explain the tremendous growth of immigration to the United States during this time period?

  - Why do you suppose Irish and Germans were the largest groups immigrating to the United States at that time? (Have students brainstorm possible reasons.)

. Have students make "educated guesses" about the other immigrant groups that entered the United States in relatively large numbers during the 1840s and 1850s.

. Tell students that large numbers of Chinese immigrated to the United States at that time, most of them settling on the West Coast.

. Divide the class into groups of six students each. To two of the six students in each group distribute Worksheet 19B, "The Irish Immigrant Experience." To two of the students distribute Worksheet 19C, "The German Immigrant Experience." To the remaining two students distribute Worksheet 19D, "The Chinese Immigrant Experience."

. Instruct each pair of students to read and complete the exercise on their assigned worksheet together.

- Then instruct each pair of students within the group to assist the other pairs in completing the exercise on Worksheet 19E, "Comparing Immigrant Experiences."

- Review the exercise on Worksheet 19E, and then have students explain their answers to the following questions:

  - What do these worksheets tell us about the immigrants who came to the United States during the 1840s and 1850s?

  - How were the reasons for the Irish, German, and Chinese immigrations similar? How were the reasons different?

  - Were the experiences that the Irish, Germans, and Chinese faced in coming to the United States more alike or different?

  - As an Irish, German, or Chinese person in the 1840s, would you have wanted to come to the United States?

  - How would it have felt to leave your native country and family and friends behind at that time?

  - What expectations, dreams, or goals would you have had upon arriving in the United States?

  - Do you think that the immigrants of the 1840s and 1850s would have been able to realize their hopes and dreams in the United States? What problems might the Irish, Germans, and Chinese have had to face in the United States?

<u>Follow-up Activities</u>:

- Select three students to roleplay Irish, German, and Chinese immigrants. Each student is to prepare a three- to five-minute oral presentation on the following:

  a. Why did you choose to leave your country?
  b. How did you travel to the United States?
  c. What was the journey like?
  d. Where do you plan to settle? Why?
  e. What kind of work would you like to do?
  f. What is the biggest difference between life in your native country and life in the United States?

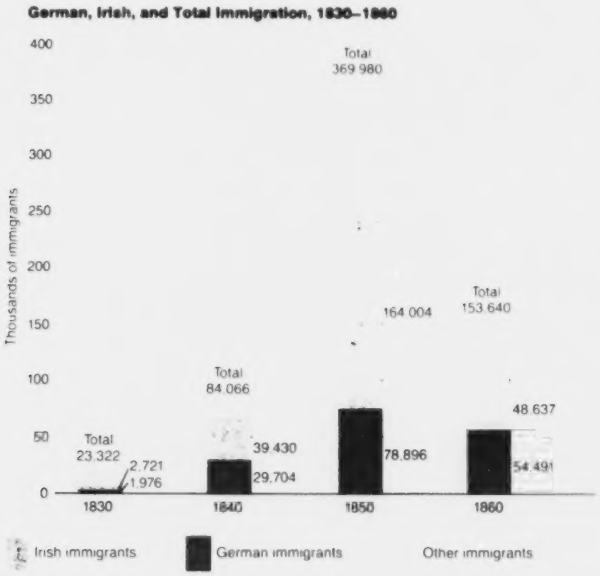
- Have students interview recent immigrants to the United States and compare their reasons for coming to the reasons people came in the 1840s and 1850s.

- Students might put together a "newspaper" telling the story of why Irish, Germans, and Chinese immigrated to the United States the 1840s and 1850s.

Worksheet 19A

IMMIGRATION, 1830-1860

Examine the graph and complete the exercise that follows.



SOURCE: U.S. Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*, Bicentennial Edition (Washington, D.C., 1975).

Paul S. Boyer et al., The Enduring Vision (Lexington, MA: Heath, 1990), p. 421.

Exercise:

. How many immigrants enteredg the United States in 1830? _____

. Which two immigrant groups had the largest numbers entering the United States from 1830 to 1860?

_____

. How many Irish came to the United States in 1850? _____

. How many Germans entered the United States in 1860? _____

. How would you describe the general pattern of immigration to the United States as shown by this graph? _____

_____

_____

_____

Worksheet 19B

THE IRISH IMMIGRANT EXPERIENCE

1. CONDITIONS IN IRELAND

During Ireland's "Great Hunger" (1845-49), one million people died of starvation and disease. One million more emigrated -- most of them to the United States. Read the following letter which was written during the Great Hunger by an Irish woman to her husband, who had left to find employment in the United States.

Castletown, County Mayo
June 6, 1847

My dear husband,

Since you left for America last year, all things have got so bad for us as I have hardly the words in me to say. The potatoes have all rotted in the fields again and the oats have failed, too. The money you sent was all gone in rent, but it was not enough. Now the landlord is sending men to turn us out on the roads to beg.

The few that remain in this place is in great need. There is no person to employ them. The children look like skeletons; the grown people can hardly stand. Sickness and death is everywhere. Kindness is gone. People scamble and fight for the least bit of food.

Dear Tom, how can I tell you? Patrick and Fiona are living still, but our little Mary died of hunger last Wednesday, and my father two days after that. If you do not send for us soon, I fear it will be too late.

Pity our hard case and do not abandon us among the number of the starving poor. If you send anything, no matter how dangerous the sea voyage, nothing will stop me and the children going to you. I'll sell our blankets and my wedding ring for what I can get. For God's sake take us out of poverty, and don't let us die of the hunger.

Your loving wife,

Eileen

Worksheet 19B, THE IRISH IMMIGRANT EXPERIENCE (continued)

1. CONDITIONS IN IRELAND (continued)

An artist's rendition of the poverty and squalor in an Irish (Donegal) thatched-roof stone cottage during the Great Famine.

Institute for Contemporary Curriculum Development, Patterns of Civilization: The Immigrants (New York: Cambridge Book Co., 1972), p. 6. Permission pending.

Exercise:

Based on the letter and the picture, list below the conditions in Ireland that made people want to leave and go to the United States.

1. _____

2. _____

3. _____

4. _____

5. _____

2. FAREWELL POEM

This poem, written by an Irish poet, expresses the feelings of the Irish as they left their homes for the Unites States. After reading the poem, think of a title and place it in the space provided:

Title:_____

Farewell to thee, Erin mavourneen,*
Thy valleys I'll tread never more;
This heart that now bleeds for thy sorrows,
Will waste on a far distant shore.
Thy green sods lie cold on my parents,
A cross marks the place of their rest,--
The wind that moans sadly above them,
Will waft their poor child to the West.

*Erin mavourneen: "dearest Ireland"

James E. Johnson, The Irish in America (Minneapolis: Lerner, 1981), p. 14. Permission pending.

3. THE JOURNEY

Stephen deVere, a wealthy Irishman so curious about the Atlantic crossing in steerage (accommodations reserved for the lowest-paying passengers) that he decided to make the journey himself, wrote his impressions in his journal:

> Before the emigrant has been a week at sea he is a changed man. How can it be otherwise? Hundreds of poor people, men, women, and children, of all ages, from the individual of ninety to the babe just born, huddled together without light, without air, wallowing in filth and breathing a fetid atmosphere, sick in body, dispirited in heart, the fevered patient lying...in sleeping places so narrow as almost to deny them the power of indulging, by a change of position, the natural restlessness of their diseases; living without food or medicine...dying without the voice of spiritual consolation, and burying in the deep without the rites of the church.

J.F. Watts, The Irish Americans (New York: Chelsea House, 1988), p. 41.

The Irish Americans, p. 40.

3. THE JOURNEY (continued)

Exercise:

The odds of surviving steerage were considerably better for the Irish than those posed by the Great Famine. If, as an Irish immigrant, you had survived the journey to America in steerage, what would have been your first thoughts upon docking in New York harbor? Write in your "diary" below:

Dear Diary,

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

THE GERMAN IMMIGRANT EXPERIENCE

1. REASONS FOR GOING TO AMERICA

Although poor economic conditions in Germany during the early 1800s did cause tens of thousands of Germas to immigrate to America, political conditions caused a significant immigration after 1848. When uprisings for liberty and representative government failed in 1848, many of the leaders like Carl Schurz escaped to England where they planned for a second round. Soon, however, they lost hope for realizing their dreams in Europe and decided to leave for America. Read his diary entry below, in which he describes his decision to come to the United States.

> Absorbed in thought, I wandered on without any definite aim, and found myself at last in Hyde Park, where, in spite of the chilly air, I sat down on a bench. One thing seemed to me certain: All the efforts connected with the revolution of 1848 were now hopeless.
>
> With this conviction my own situation became equally clear to me. It would have been childish to give myself up to further hope of a speedy return to the Fatherland. To continue our plottings and thereby bring still more mischief upon others, appeared to me a reckless and wicked game. I had long recognized the exile's life to be empty and enervating. I felt an irresistible impulse not only to find for myself a well-regulated activity, but also to do something really and truly valuable for the general good. But where, and how? The fatherland was closed to me. England was to me a foreign country, and would always remain so. Where, then? "To America," I said to myself. "The ideals of which I have dreamed and for which I have fought I shall find there, if not fully realized, but hopefully struggling for full realization. In that struggle I shall perhaps be able to take some part. It is a new world, a free world, a world of great ideas and aims. In that world there is perhaps for me a new home. Ubi libertas ibi patria (Latin: "The fatherland is where there is liberty.") -- I formed my resolution on the spot. It would remain only a short time longer in England to make some necessary preparations, and then -- off to America!...
>
> My young wife and myself sailed from Portsmouth in August, 1852, and landed in the harbor of New York on a bright September morning. With the buoyant hopefulness of young hearts, we saluted the new world.

Exercise:

List below the reasons Carl Schurz gave for deciding to immigrate to America.

1. _____

2. _____

3. _____

The Reminiscences of Carl Schurz, Vol I. (New York: McClure, 1907), pp. 398-402, 406. Permission pending.

Worksheet 19C, THE GERMAN IMMIGRANT EXPERIENCE (continued)

2. THE VOYAGE

Americans in New Orleans were upset to see the condition of the poor German immigrants who had just arrived in their city.

> The heart is sickened with accounts of the sufferings to emigrants from Germany.... Cargoes of emigrants, who had wholly or partially paid their passage to the United States, after suffering almost starvation on ship board, have, on various pretexts, been landed at Lisbon, or the western islands, etc., and left to perish in strange countries, unless saved by the already over-burdened demands on the few that are able to assist them.
>
> Some hundreds of Swiss and Germans have also arrived at New Orleans, who have been wretchedly treated. Their case considerably excited the feelings of the citizens of that place.

Institute for Contemporary Curriculum Development, Patterns of Civilization: The Immigrants, p. 21. Permission pending.

Exercise:

Pretend you are an American (free, enslaved, male, female, Native American, etc.) on the dock as a ship of German immigrants arrives. What would be your feelings about these newcomers? Write in your "diary" below.

Dear Diary,

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

3. THE MOVEMENT WESTWARD

German immigrants arriving during the 1850s flocked westward. This group was on its way to Salt Lake City, Utah. Write a caption for the picture.

Caption: _____

_____

Kathlyn Gay, The Germans Helped Build America. (New York: Simon and Schuster, 1971), p. 30. Permission pending.

Worksheet 19D

THE CHINESE IMMIGRANT EXPERIENCE

1. ADVERTISEMENT

China in the 1840s experienced very hard times. Crops were ruined by alternating drought and floods. As a result, there was poverty and mass starvation. The government responded by trying to take away the lands of some of the peasants. This eventually led to an uprising by the peasants, later known as the Taiping Rebellion. In addition to fighting for more government help, the peasants called for human equality, women's rights, land reform, and even a simpler Chinese language.

At about this time, circulars like the one below appeared. After studying it, complete the exercise below:

> Americans are very rich people. They want the Chinaman to come and make him very welcome. There you will have great pay, large houses, and food and clothing of the finest description. You can write to your friends or send them money at any time and we will be responsible for the safe delivery. It is a nice country, without mandarins (government officials) or soldiers. All alike; big man no larger than little man. There are a great many Chinamen there now, and it will not be a strange country. China god is there, and the agents of this house. Never fear, and you will be lucky. Come to Hong Kong, or to the sign of this house in Canton, and we will instruct you. Money is in great plenty and to spare in America. Such as wish to have wages and labor guaranteed can obtain the surety by application at this office.

Diane Mei Lin Mark, A Place Called Chinese America (The Organization of Chinese Americans Inc., 1982), p. 5.

Exercise:

Like any advertisement, this circular makes a number of promises. List as many promises as you can find on the circular about what life will be like for Chinese in the United States. Next to each promise place a "Y" next to those you think were realized by Chinese in the United States or an "N" next to those that Chinese did not actually find in the United States.

Promises Made to Chinese About Life in America

___1. _____

___2. _____

___3. _____

___4. _____

___5. _____

2. FOLKSONG

This folksong reflects the feelings of the Chinese families as they said goodbye to a member bound for the United States. After reading the folksong think of a title and place it in the space provided:

Title: _____

I beg of you, after you depart, to come back soon,
Our separation will only be a flash of time;
I only wish that you would have good fortune,
In three years you would be home again.

Also, I beg of you that your heart won't change,
That you keep your heart and mind on taking care
of your family;
Each month or half a month send a letter home,
In two or three years my wish is to welcome you
home.

Tin-Yuke Char, (Honolulu: Sandalwood Mountain, 1975), p. 67. Permission pending.

3. THE TRIP TO AMERICA

The trip to the United States resulted in many hardships and even death for the Chinese who decided to come here. A Chinese account of the journey to the United States in the early 1800s might have appeared as the one below:

> Conditions on this junk (ship) are extremely difficult. There is hardly any room to walk. The deck is crowded with other Chinese like myself. Here we have no shelter from the weather as the cargo fills the junk below. Our food consists of dry rice and only so much water each day.... Already both our food and water supplies are getting very low. As a result, a few of my countrymen have starved to death.

Exercise:

Chinese who experienced the conditions described above responded in a number of ways. Decide which of these alternatives you would have taken and explain why in the space below.

Organize a Mutiny (Rebellions Against the Captain and Crew)	Jump Overboard	Stay On Board Ship
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Worksheet 19E

COMPARING IMMIGRANT EXPERIENCES

Use the chart below to compare and contrast the immigrant experiences of the Irish, Germans, and Chinese during the 1840s and 1850s.

Aspects of Immigration	Irish	German	Chinese
1. Reasons for immigrating to the United States.			
2. Feelings about leaving the native country.			
3. The trip to America.			

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #20

Theme: Struggle for Equality

Focus Question: What was America's reaction to the Irish, German, and Chinese immigration of the 1840s and 1850s?

Background:

The large influx of Irish and German immigrants into the United States in the 1840s and 1850s was met with prejudice, discrimination, and, at times, violence. Some Germans, for example, aroused suspicion because they organized their own clubs, established their own churches and schools, and continued to speak German. But is was the Irish who became the chief targets of American resentment.

The Irish as a whole were the first group about whom it was claimed that Americanization would be impossible. They were perceived to be unassimilable. Such arguments went as follows: they were a threat to native-born American workers' standards of living; they were overrepresented among people in jail and receiving public charity; they were superstitious practitioners of a "foreign" religion; they were drunken and lazy, loud, dirty, and quarrelsome -- in short, they were incapable of "rising above their station."

The first wave of Chinese that came to the United States received a cautious welcome. Because the Chinese were often viewed as racially inferior, so was their culture often considered inferior to "American ways." Nevertheless, in some regions of the country Chinese labor was welcomed in domestic service, cigar factories, agriculture, hand laundries, and kitchens -- mostly to do work that American white males did not want -- at lower wages than Americans would accept. Some Americans, however, saw Chinese immigration as a direct threat to American labor.

Many Chinese, like other immigrants when they went abroad to work, hoped to return home after they had earned enough. In the meantime, they would send money home to support their families. Chinese tradition also encouraged their return and it was the dream of many that they could save up enough to return home permanently as wealthy people. However, like other immigrants, they too found that they could not return, for many reasons. Many never earned enough; many more developed roots in the United States and they sent for their families to join them (until United States immigration policy made Asian family reunification difficult).

In the United States in the 1850s a political party was founded that sought to curb the growing political power of the foreign born. The year 1854 saw the formation of the American Party, commonly called the Know-Nothing Party because it had emerged from a secret society. In the election of 1854, the Know-Nothings constituted one-fourth of the total vote of New York and two-fifths of Pennsylvania's vote. In Massachusetts it elected every state officer and nearly the entire legislature.

Major Idea:

. The experience of the immigrants varied with the region of the country in which they settled.

Concepts:

. Empathy
. Human Rights

Performance Objectives: Students will be able to:

. Describe nativist reactions to the Irish, German, and Chinese immigrants.

. Make inferences about the causes of nativism in the 1850s.

. Compare and contrast the experiences of groups that have been targets of bigotry in the United States.

Development:

. Distribute Worksheet 20A, "Reaction to the European Immigrants." Have students read it, complete the exercise, and explain their answers to the following questions:

- What does this "newspaper edition" tell us about the reaction of native-born Americans to the Irish and Germans?

- How would you explain the prejudice and the violence directed against Irish Catholics?

- Why do you suppose employers refused to hire the Irish?

- How do you think the Irish reacted to employment ads that said "No Irish Need Apply"?

- How does the folksong express an Irish reaction to the bigotry directed against them?

- What kinds of jobs do you think Irish were able to get?

- How do you explain the growth of the Know-Nothing Party in the 1850s? What kinds of people do you suppose voted for Know-Nothing political candidates?

- How would you answer the arguments of the Know-Nothings?

- How does the prejudice experienced by the Irish and Germans in the 1850s compare with that experienced by other groups in the United States?

- Can we prevent another occurrence of an era of bigotry and violence directed against the foreign-born? Explain.

Distribute Worksheet 20B, "Early Anti-Chinese Feelings." Assign students to play the roles of Governor Bigler and Interviewers 1, 2, 3, 4, and 5. After the skit have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What does this worksheet tell us about the anti-Chinese views of Californians in the 1850s?

- What is your reaction to this interview?

- What kind of person do you think Governor Bigler was?

- How does the kind of bigotry expressed by Govenor Bigler compare and contrast with bigotry directed against Europeans immigrants?

- As a Chinese immigrant how would you have responded to Govenor Bigler?

- How does Govenor Bigler support his view that if California is to be peaceful and properous steps must be taken to halt Asian immigration?

. Distribute Worksheet 20C, "The Chinese Response to Governor Bigler." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What is this letter about?

- How does this letter respond to anti-Chinese feelings?

- As a Chinese living in America, how would you have responded to this letter?

- Which is the strongest argument raised in this letter? Which is the weakest argument raised here?

- How convincingly did this letter answer the anti-Chinese charges?

- Do you think that writing a letter such as this was the best way to respond to the anti-Chinese charges? How do you think Governor Bigler would have responded to this letter?

- What other actions could the Chinese have taken in response to the anti-Chinese charges?

<u>Follow-up Activities</u>:

. The Know-Nothing movement was not the first example of anti-foreign sentiment in the United States. Research the period of the Alien and Sedition Acts (1790s) and compare the two periods in terms of prevailing attitudes toward immigrants. Present your findings in a brief essay.

. Divide the class into groups of five. Brainstorm ways in which the Know-Nothing Party's statements could be refuted.

. Imagine that you are organizing a party called the Know-the-Truth Party to combat the ideas of the Know-Nothings. Put together a flyer describing the goals and principles of your party.

. Form a club/committee to welcome new immigrant students to your school.

Worksheet 20A

REACTION TO THE EUROPEAN IMMIGRANTS

THE AMERICAN MOSAIC

1840 - 1860

MOBS RIOT AGAINST IRISH CATHOLICS IN MASSACHUSETTS, NEW JERSEY, MARYLAND, PENNSYLVANIA, AND ILLINOIS

MOB IN CHARLESTON, MASSACHUSETTS, SETS FIRE TO IRISH CATHOLIC CONVENT AND SCHOOL

IRISH CATHOLIC PRIESTS IN BOSTON INSULTED IN STREETS

IRISH CATHOLIC STUDENTS EXPELLED FROM BOSTON PUBLIC SCHOOLS WHEN THEY REFUSE TO JOIN IN SCHOOL PRAYERS OR READ FROM KING JAMES VERSION OF BIBLE

VIOLENT MAINE MOB PULLS DOWN CROSS FROM CATHOLIC CHURCH AND PUTS UP AMERICAN FLAG IN ITS PLACE

PROTESTANT MOBS ROAM STREETS OF PHILADELPHIA SETTING HOMES OF IRISH CATHOLICS AFLAME AND BURNING DOWN CATHOLIC CHURCHES

JOB WANT ADS

CARPENTER -- Skilled or unskilled for furniture shop. No Irish Need Apply!

WANTED -- A Cook or Chambermaid. They must be American, Scotch, Swiss or African -- no Irish!

A "nativist" view of the new immigrants

Lewis Paul Todd and Merle Curti, Triumph of the American Nation, Vol. I (Chicago: Harcourt Brace Jovanovich, 1986), p. 639. Permission pending.

A Popular Irish-American Song, "No Irish Need Apply"

I'm a decent boy just landed from the
town of Ballyfad;
I want a situation and I want it very bad.
I've seen employment advertised. "It's just
the thing," says I,
But the dirty spalpeen (rascal) ended with
"No Irish Need Apply."
"Whoo," says I, "that is an insult, but to
get the place I'll try."
So I went there to see the blackguard with
his "No Irish Need Apply."

Chorus:
Some do think it is a misfortune to be
christened Pat or Dan,
But to me it is an honor to be born an
Irishman.

I started out to find the house, I got there
mighty soon;
I found the old chap seated -- he was
reading the Tribune.
I told him what I came for, when he in a
rage did fly;
"No!" he says. "You are a Paddy, and no
Irish need apply."
Then I gets my dander rising, and I'd like
to black his eye
For to tell an Irish gentleman "No
Irish Need Apply."

(Chorus)

I couldn't stand it longer so a-hold of him
I took,
And I gave him such a welting as he'd get
at Donnybrook.
He hollered "Milia Murther," and to get
away did try,
And swore he'd never write again "No
Irish Need Apply."
Well, he made a big apology; I told him
then goodbye,
Saying, "When next you want a beating,
write 'No Irish Need Apply.'"

(Chorus)

Shirley Blumenthal and Jerome S. Ozer, Immigrants from the British Isles, Coming to America (New York: Delacorte Press, 1980), pp. 96-98. Permission pending.

Ideas of the Know-Nothing Party, Founded in 1854

America for the Americans, we say. And why not? Didn't they plant it, and battle for it through bloody revolution -- and haven't they developed it, as only Americans could, into a nation of a century, and yet mightier than the oldest empire on earth? Why shouldn't they shape and rule the destinies of their own land -- the land of their birth, their love, their altars, and their graves; the land red and rich with the blood and ashes, and hallowed by the memories of their fathers?

America for the Americans! Shelter and welcome let them give to the emigrant and the exile, and make them citizens in so far as civil privileges are concerned. But let it be looked to that paupers and criminals are no longer shipped on us by foreign states. Let it be looked to that foreign nationalities in our midst are rooted out;

America for the Americans! We have had enough of "Young Irelands," "Young Germanys," and "Young Italys." The foe [Catholicism] is fully discovered -- he must be squarely met, and put down. We want in this free land none of his religious mummeries -- let him keep...[them] in those lands that have been desolated with persecution, and repeopled with serfs and lazzaroni [beggars] by the hierarchy to which he owes supreme obedience. Our feeling is earnest, not bitter. The matters of which we have written are great and grave ones, and we shall not be silent until we have aided in wholly securing America for the Americans!

"One of 'Em," ed., The Wide Awake Gift: A Know-Nothing Token (New York: J.C. Derby, 1855), pp. 40-3. Adapted in Arthur Mann, Immigrants in American Life, (Boston: Houghton Mifflin, 1968) pp. 124-6. Permission pending.

Exercise:

Use the space below to write an editorial expressing your opinion about the events described above.

Editorial

Worksheet 20B

EARLY ANTI-CHINESE FEELINGS

The first reactions to large numbers of Asians (mostly Chinese) in California were mixed. Many welcomed them as a peaceful people who would accept low wages. Others like Governor John Bigler saw the Chinese as a threat. Bigler delivered a message on April 23, 1852, to the California legislature opposing the large-scale immigration of "Asiatics" (Chinese) to California. A TV interview with Governor Bigler about his message might have appeared like this:

INTERVIEWER #1: Good day, Governor. Can you please summarize your recent message to the legislature regarding Asian immigration?

GOVERNOR: If California is to be prosperous and peaceful, steps must be taken to check Asiatic immigration.

INTERVIEWER #2: Did you have any specific group of Asians in mind?

GOVERNOR: I am talking particularly about a group of Asiatics known as "coolies," who came here under contract to work in our mines. These people are given a free passage out and home with wages of $3-$4 a month. Most of them are married and $1.50-$2 is paid to their families, while they are away. After they dig their gold they will take it home, giving this country nothing in return.

INTERVIEWER #3: How many groups of such people are coming into the country?

GOVERNOR: I have records detailing the Asiatics on 18 ships. Just this morning, for instance, the ship Challenge is carrying 800 such workers from the Far East.

INTERVIEWER #4: Governor, may I ask where your information about this Asian immigration comes from?

GOVERNOR: All I can say is that my information comes from reliable sources.

INTERVIEWER #5: What actions did you propose to the legislature?

GOVERNOR: I proposed two actions. The first is a tax on California companies who are contracting for these Asian workers. I also proposed that the United States Congress passes a law prohibiting Asiatics coming to the United States under such contracts.

INTERVIEWER #1: It seems your proposals go against the policy of this country to welcome immigrants.

GOVERNOR: On the contrary, I believe we should continue our generous policy towards immigrants so far as it affects Europeans or others capable of becoming Americans under our laws. As opposed to Europeans, these Asian workers would not be able to enjoy the rights and privileges of American citizens.

INTERVIEWER #2: I'm not sure what you mean when you say these Asians could not enjoy the rights and privileges of citizens.

GOVERNOR: For example, in our Courts of Justice, they could be ignorant about the meaning and importance of an oath to tell the truth. Therefore, it would be unwise to seat them as jurors or have them testify, especially in cases involving the rights of other Asiatics.

INTERVIEWER #3: If given the chance, couldn't the Asians learn to become good American citizens?

GOVERNOR: The large number of Asiatics do not want this. They do not want to become citizens of this country, but rather take our gold out of the ground and leave.

INTERVIEWER #4: How serious a threat do the Asians pose to Californians?

GOVERNOR: Very serious. There are three million people in the Chinese Empire today. Very few vessels entering our ports today are not crowded with Asiatics. I have received intelligence from reliable sources that over twenty thousand have come here from Canton since the beginning of 1852.

INTERVIEWER #5: Governor, our time seems to be up.

GOVERNOR: Thank you for listening to my views.

Exercise:

TV reporters today challenge the views of government officials much more than did the interviewers above. In the space below write three questions you would like to have asked Governor Bigler about his views on Asian immigration to this country.

1. _____

_____?

2. _____

_____?

3. _____

_____?

Adapted from: China Institute in America, Inc., Chinese in America (New York: Vantage Press, 1983), pp. 47-52. Permission pending.

Worksheet 20C

THE CHINESE RESPONSE TO GOVERNOR BIGLER

Those Chinese living in California responded in a short time to Governor Bigler's address. Part of the letter they wrote appears below. Complete the exercise which follows.

April 29, 1852

Governor Bigler:

The Chinamen have learned that you have made an address against us. Although we are Asiatics, some of us have been educated in American schools and have learned your language, which has enabled us to read your message and explain it to our fellow countrymen.

You refer to some of us as "coolies," persons bound under contract in China to work here. The term "coolie" is not ours and we have never used it to describe the class of people to whom you are referring. If you mean laborers, by the term "coolies," many of our countrymen working in the mines are that. Many again are not. There are amongst them tradesmen, mechanics, and schoolmasters. None of this group are bound men or contract slaves.

As to your charge that thousands of our countrymen were coming to California for as little as three or four dollars a month, that is ridiculous. No Chinese would risk leaving his home for such a tiny amount in return.

As to the circumstances under which the Chinese are coming, some have borrowed the money to be returned with unusual interest, some have been given the money by friends or relatives, and others have been advanced the money to be paid back from their wages.

As to what has happened to the workers' earnings, some took them home. Yet many bought other merchandise here. In fact, many of our countrymen who originally came as miners are now merchants doing business here. In this city alone there are 20 stores kept by Chinamen who own lots and erected the buildings themselves.

You say that we cannot be expected to tell the truth and neither are we interested or capable of becoming American citizens. We do not deny that some Chinese lie but so do some Americans, even in Courts of Justice. As for becoming citizens, there is a Chinese now in San Francisco who is a naturalized citizen. There are also Chinese who are naturalized citizens living in Boston, New York, and New Orleans. If citizenship is open to us, some of us will doubtless acquire your habits, your language, your ideals, and your ways of life, as well as become citizens.

> We beg your excellency not be too quick with us, to know us well, and then we are certain that you will change your mind about asking for laws to drive us out of your country. Let us stay here. The Americans are doing good to us and we will do good to them.
>
> For the Chinese in California,
> Hab Wa
> Tong Achick

Adapted from: China Institute in America, Inc. Chinese in America (New York: Vantage Press, 1983), pp.52-56. Permission pending.

Exercise:

After reading the two selections on anti-Chinese feeling in California during the 1850s, evaluate the arguments of both sides by completing the chart below.

Governor Bigler in his address made the following charges:	How did the letter of the Chinese answer these charges?	Use one of the following symbols rate the answers to the charges: E-Excellent S-Satisfactory F-Fair P-Poor
1. The Chinese have come here on contract and will take our wealth and leave nothing.	1. _____	1. _____
2. The Chinese have no desire to become American citizens.	2. _____	2. _____
3. The Chinese would not tell the truth in court.	3. _____	3. _____

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #21

Theme: Struggle for Equality

Focus Question: How did some early immigrant groups organize to assist their members?

Background:

Immigrant groups sought to maintain their traditions and help one another adjust to life in the United States. Self-help organizations formed to meet religious, social, and cultural needs.

Because German Jews were spread out across the country, national organizations were formed to address religious and secular concerns. The Chinese in the United States, who were forced to live in early Chinatowns, which were mostly bachelor societies, formed kinship and district organizations that derived from the immigrants' familial and geographic origins in China. The Irish in America helped one another through organizations such as the Ancient Order of Hibernians. Moreover, in New York City, as well as in other American cities, the Irish used politics as a bridge between the old and new countries.

Major Ideas:

. Immigrants tended to settle in ethnic communities.

. Many people perceived major differences between the "old" and "new" immigrants but similarities between them outweighed the differences.

. Immigrant groups organized to assist each other's adjustment to life in the United States.

Concepts:

. Culture
. Human Rights
. Interdependence

Performance Objectives: Students will be able to:

. Explain how immigrants organized to help one another adjust to the new country.

. Evaluate the degree to which these organizations served a needed function.

. Compare and contrast the adjustment to America of various immigrant groups.

Development:

. Distribute Worksheet 21A, "Chinatown Associations." Have students read and complete the exercise on the worksheet. Then have them explain their answers to the following questions:

- What does this "diary account" tell us about the early Chinese immigrants to the United States?

- What was life like for these early immigrants?

- Why were the first Chinatowns "bachelor societies"?

- How would you have felt about coming to the United States as a Chinese man in the 1850s?

- How did family groups, or fongs, assist the new Chinese immigrants?

- How did kinship associations help the immigrants to adjust to the new country?

- What role did district associations play in the lives of the early Chinese immigrants?

- What evidence can you find here that Chinese immigrants continued their native traditions, customs, and values in America?

- How do you suppose the experiences of early Chinese immigrants in America would compare with the experiences of other early immigrants, particularly the Irish and Germans? Do you think that the Chinese would have more difficulty being accepted in the new nation? Why?

. Distribute Worksheet 21B, "The German-Jewish Community." Have students role-play the dialogue, complete the exercise, then explain their answers to the following questions:

- What does this dialogue tell us about the role of self-help groups in the 19th-century German-Jewish community?

- How did the societies meet the growing needs of the Jewish-American community?

- According to the dialogue, why did Jewish-supported hospitals eventually become non-sectarian?

- How does the German-Jewish immigrant experience compare and contrast with the experience of other immigrant groups of the 1840s and 1850s? What are the similarities? What are the differences?

- To what extent did self-help groups assist immigrants' adjustment to American life? In what ways is this still true today?

. Distribute Worksheet 21C, "Maintaining Jewish Life in America." Have students study the worksheet, then explain their answers to the following questions:

- What does this advertisement tell us about Jewish life in New York City in 1848?

- In what languages is this advertisement written? Why?

- How did Behrman's store help meet the needs of German-Jewish immigrants in New York?

- How do small ethnically owned and operated businesses help maintain the culture of immigrants in the new country? What special foods does your family buy in such stores?

- If you were a recently arrived German-Jewish immigrant, how would you react to such an ad? Why?

- To what extent does the business community in New York City today reflect the City's increasingly diverse population?

. Distribute Worksheet 21D, "Irish Politics." Have students read, complete the exercise, and explain their answers to the following questions:

- What does this speech tell us about how Irish-Americans used the political process in 19th-century New York City?

- How did this Tammany leader succeed in politics?

- Why did newly arrived immigrants vote for district leaders like this one?

- According to this politician, how does the the "personal touch" help people?

- As an immigrant in need of help, would you have voted for the candidate who provided a "personal touch"? Why or why not?

- Who can get hurt if jobs are given to people as a reward? What happens to the people who don't support the politician's views?

- Does this sort of thing happen today? What kinds of problems has it caused? Explain.

Worksheet 21A

CHINATOWN ASSOCIATIONS

An early Chinese immigrant to the United States might have written the following account in his diary:

1860

Dear Diary,

I have been in California for six months now and I seem to be finding my way in this new land. Digging for gold is hard work, but the pay is good and, though I must pay a foreign miner's tax to the state of California, I am able to save enough to send money back to my family in Canton.

I miss my wife and children terribly! Chinatown in San Francisco is in fact a bachelor society: Chinese wives and children have not come with Chinese men to America. But I accept this because Confucian tradition says that Chinese wives must stay behind in the villages to raise children and serve their parents-in-law. And besides, one day I hope to return to my home in China.

The boarding house in which I am living is very crowded with other people from my family and village in China. To save space, beds are nailed to the walls, two or three above each other. In some rooms, men sleep in shifts. All expenses are divided among the members of the fong -- the family or village members living in the house.

Besides my fong, I also belong to a clan association of Chinese people who all have my surname, Meng. All newcomers to America by the name of Meng are welcomed into the Meng clan association. The Meng Association has a clubhouse where I go to socialize, and has built an altar where I worship Guan Gong, the God of War, and Tianhou, the patron goddess of seafarers. At Chinese New Year the Meng Association provided a fabulous banquet for us. If I were to die on American soil, my kinship association will send my bones back to my native village in China for permanent burial.

Belonging to both a fong and a clan association gives me a feeling of security in this strange new land. But being a member of one of the three major district associations in San Franciso's Chinatown -- that of immigrants from the region of Zhongshan -- has really been a big help. The district association, or Huiguan, greeted me at the pier, found a job for me, and provided initial board and housing. When I recently became involved in a dispute with another Chinese laborer, my district association represented me in settling the dispute.

I must stop writing now as it is time to get ready to go to the Chinese opera. I am looking forward to it!

Worksheet 21A, CHINATOWN ASSOCIATIONS (continued)

Exercise:

The three types of Chinese organizations that assisted immigrants in the 1860s are listed at the left below. Next to each type of association, briefly give the qualifications for membership and the functions that the association performed for its members.

	Membership Qualifications	Functions Performed For Members
Family Association		
Clan Association		
District Association		

Worksheet 21B

THE GERMAN-JEWISH COMMUNITY

One feature of 19th-century American life was the emergence of voluntary self-help groups that met political and social needs. Among German Jewish immigrants who came to America in the 1840s, the establishment of such charitable organizations was an important step in helping immigrants become part of the American society. Read the following interview which might have taken place in the 1860s as a youngster interviews his parent about the early years in the United States.

Child: What was it like when you came to New York in the 1840s?

Parent: My family had to find a place to live and, of course, Grandpa needed to find work. We had heard about the Hebrew Benevolent Societies in America and we could count on the Society for help.

Child: What kinds of help did the society provide?

Parent: Many different services were provided by these organizations such as assistance to the poor, care of orphans, and visits to the sick. Free burials were provided for those who couldn't afford a proper Jewish burial. Loan societies advanced money without interest for those who wanted to start businesses. Those who couldn't afford to buy matzoh (unleavened bread) for the Passover holiday were given the groceries they needed.

Child: Many German Jews moved to the midwest and the Mississippi Valley. Did any national organizations develop?

Parent: Yes, by 1860 there were five national Jewish organizations, the best known being B'nai B'rith ["sons of the covenant"]. In 1843, twelve German-Jewish immigrants formed this group in New York to offer cultural programs, mutual aid, and philanthropy [improving the well-being of mankind through charity]. There are now more than 50 B'nai B'rith lodges. In addition, the YMHA [Young Men's Hebrew Association] was established to meet the social and cultural needs of young people in the community.

Child: Why was there a need for Jewish hospitals?

Parent: Jewish hospitals were first established to meet the religious and dietary needs of the people. In New York, Cincinnati, and Chicago, these hospitals at first limited themselves to the care of Jews except in emergencies. But during the Civil War, so many non-Jewish patients had to be treated that Jewish-supported hospitals now care for the needs of all the people.

Child: Did any organization develop to speak for all Jewish people in America?

Parent: This never happened. There were many Jewish groups but each was unique to its community or geographic area. There was no one Jewish opinion or typical American Jew.

Adapted from: Jerome Ruderman, Jews in American History (New York: KTAV Publishing, 1974), pp. 82-87. Permission pending.

Exercise:

For each of the following problems that German Jewish immigrants might have faced, indicate how a voluntary organization might have tried to solve it.

Problem	Solution
1. A poor high school graduate cannot afford college tuition.	
2. A 20-year-old Jewish man comes to a new city to start a new job.	
3. The Jewish community learns that some families cannot afford groceries for the Jewish holiday.	
4. A middle-aged couple want to open a general store.	

Worksheet 21C

MAINTAINING JEWISH LIFE IN AMERICA

The advertisement below appeared in New York City in 1848.

5608 - 1848

CHOICE GROCERIES FOR PASSOVER,

פסח

AT D. BEHRMAN'S NEW STORE,

172 BOWERY

Opposite Delancy Street, NEW-YORK.

Which will be Superintended by L.M.RITTERBAND.

The subscriber begs to inform you, that he has made the necessary arrangements for the ensuing holydays, and will keep a full assortment of Groceries, also, every other article suitable for the occasion; and guarantees the same to be of the most superior quality, and at the lowest market prices, delivered free of expense to any part of the city. The goods will be ready for sale on the 3d of April, to which the subscriber respectfully solicits your custom.

D. BEHRMAN,

172 BOWERY, *Opposite Delancy Street.*

☞Orders received immediately if required☜

הגדה של פסח In Hebrew and English For Sale.

Groseries für פסח.

Der Unterzeichnete eröffnet am 3ten April seine Niederlage von Groseries, von bester Qualität für die zukümftigen Feiertage פסח, unter der Aufsicht von L. M. Ritterband.

Es wird alles zum billigsten Preise verkauft und kostenfrei zu irgend einem Theil der Stadt gesandt.

D. Behrman,

172 Bowery, gegenüber Delancy Street.

☞Orders werden jetzt angenommen wenn man es verlangt.

JACKSON, Cheap Printer, 190 Houston Street, and 203 Bowery.

Worksheet 21D

IRISH POLITICS

The society of the Sons of Tammany was founded in New York City in 1783. Its members promptly involved themselves in politics, establishing the New York Democratic party. Irishmen could not become members until 1817.

The Irish were soon playing an important role in Tammany, slowly organizing the party into a chain of command from the county leader at the top down to the block captain and even to building captains at the bottom.

Read the following adapted speech of an Irish-American Tammany leader in which he sums up his experiences in politics.

> I've been a district leader for almost fifty years. That's because I know people and I know politics.
>
> What matters to people isn't what happens in Washington, or even, for that matter, in the state capital. What's going on in their neighborhood, is what they want to know. What people <u>really</u> want to know is this: How can I be helped? Will the new firehouse in Ward Eight mean more jobs for the residents? Does the city plan to build a new park on Tenth Street?
>
> Let's say a family is burned out in a fire. I don't ask whether they are Republicans or Democrats. And I don't refer them to the Charity Organization Service, either. They'd just "investigate their case" for a month or two before they decide the family's "worthy" of help. By that time they'd be dead from starvation.
>
> I just get them a place to stay, buy clothes for them if their clothes were burned up, and fix them up till they got things runnin' again. Sure, I'm helping people, but it's politics, too, mighty good politics. Who can tell how many votes one of these fires brings me?
>
> Here's another example. Let's say there's a block captain who's worked hard to get our candidate elected. Maybe he's out of work. I'm able to put a good word in at the right time and get him a job. You can bet he'll work even harder to get out the vote come next election!
>
> Voters will cast their ballot for the people who help them. That's the personal touch.

Adapted from: William L. Riordon, <u>Plunkitt of Tammany Hall</u> (New York: Dutton, 1963), pp. 25-28. Found in Arthur Mann, <u>Immigrants in American Life</u> (New York: Houghton Mifflin, 1968), pp. 95, 96. Permission pending.

Worksheet 21D, IRISH POLITICS (continued)

Exercise:

Imagine that the Tammany leader's speech was published in The American Mosaic. You read the speech and decided to write a letter to the editor, giving your viewpoint on the ideas expressed. Use the framework below to write your letter.

THE AMERICAN MOSAIC

LETTERS TO THE EDITOR

Dear Editor:

I have just read the Tammany District Leader's speech, which recently appeared in your newspaper. In my view, the ideas about politics expressed in the speech are _____

_____

_____

_____

One reason for my opinion is _____

_____

_____

_____

_____

I also feel this way because _____

_____

_____

_____

_____

Sincerely,

(your name)

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #22

Themes: Contributions, Culture/Diversity

Focus Question: How did Irish, German, and Chinese immigrants in the 1850s contribute to the developing nation?

Background:

Irish immigrants came to the United States in large numbers in the 1840s and 1850s. Roman Catholicism played a very important role in the lives of these immigrants. Oppressed by a British government that tried to eradicate the Catholic Church in Ireland, the Irish came to America with a fierce desire to preserve and protect their religious beliefs and practices. Catholicism affected every aspect of the Irish American's daily life. The establishment of the Catholic school system in the United States was a result of the desire of the Irish to preserve their heritage.

The traditions that today surround the celebration of Christmas in the United States can be traced back to the early German immigrants, who brought these customs with them to their new homes. Their culture helped sustain German immigrants as they adjusted to the new country. Eventually many German customs, traditions, and beliefs found their way into the general American lifestyle.

Initially, Chinese immigrants made a major contribution to the development of the West. Most important, as many as 10,000 Chinese worked to complete the Transcontinental Railroad. In addition, Chinese constituted one-third of California's farm labor by 1894. Chinese revenues paid to the Foreign Miners Tax of 1850 constituted the principal source of the state's funding during the period between 1855-1870.

Major Idea:

. International migrations often resulted in CULTURAL diffusion.

Concepts:

. Change
. Culture
. Diversity

Performance Objectives: Students will be able to:

. Evaluate the contributions of the early Irish, German, and Chinese immigrants to the developing United States.

Development:

. Distribute Worksheet 22A, "Irish-American Culture: 1850." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

  - What does this story tell us about the culture of the Irish in the United States in the 1850s?

- What can we learn from this story about the values, customs, and beliefs of the Irish in America?

- How do you explain the important role that their religion played in the lives of the Irish in America?

- How does this account reflect the struggle that the Irish faced to preserve their heritage in the United States?

- To what degree did the Irish contribute to our present-day American culture? What aspects of Irish culture have influenced life in the United States today?

. Distribute Worksheet 22B, "German Culture in America: 1850." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What does this story tell us about German culture in the United States in the 1850s?

- What can we learn from this story about German values, customs, and beliefs?

- To what extent did German customs influence the culture of the developing United States?

- Are we in the United States today influenced by the German traditions described here?

. Distribute Worksheet 22C, "Building the Transcontinental Railroad." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What does this worksheet tell us about the role that the Chinese played in building the Transcontinental Railroad?

- How would you describe what what it would feel like to be part of the workcrew on this project?

- Which of the experiences of the Chinese workers would you have found most difficult to take?

- How can you explain the Chinese being ignored at the ceremonies of completion?

- Which of the tasks undertaken by the Chinese workers do you admire most?

- What steps can be taken today to make up for neglecting the Chinese contributions in building the railroad?

. Distribute Worksheet 22D, "A Chinese Educated at Yale." Have students read, complete the exercise and explain their answers to the following questions:

- What does Yung Wing tell us about himself in this account?

- How did Yung Wing come to attend Yale?

- Why do you suppose Mr. Brown and Yung Wing's other sponsors provided the resources necessary to bring three Chinese youths to America?

- Why did Yung Wing refuse to agree to study for the ministry? Was this a courageous decision? Why or why not?

- How did Yung Wing's experiences in the United States compare with the experiences of other Chinese who came to America in the 1840s and 1850s? How do you account for the differences?

. Tell the students that the "Chinese Educational Mission," established by Yung Wing when he returned to China, was one of the earliest programs in this country to allow young people from other nations to study here. Then have them explain their answers to the following questions:

  - If you had the chance to study abroad, what country (ies) would you go to and what would you study?

  - If you could arrange for students from other nations to have the benefit of studying in the United States, which nations would you select and which subjects taught in the United States do you believe would be of greatest value to them? Explain.

Follow-up Activities:

. Have the class research and design a "Wall of Fame" for Irish, German, and Chinese immigrants of the 1840s and 1850s.

. Invite a speaker knowledgeable about one of the major immigrant groups of the 1850s to address the class on specific contributions of the group. Have students prepare questions beforehand.

. Have students identify examples of Irish, German, and Chinese culture still prevalent in the United States today. Use as the basis of a collage.

Worksheet 22A

IRISH-AMERICAN CULTURE - 1850s

The story of the O'Reilly family in the United States in the 1850s illustrates some aspects of the culture that the Irish brought with them to America.

"Come along now," Tim O'Reilly told his newly arrived cousins. "I will take you to your new home. It is in a place called the Lower East Side. You will not be lonely because it is filled with Irish like yourselves."

As they walked, groups of boys taunted them and laughed at their clothes and speech.

"Foreigners," they jeered.

Along their route, the O'Reillys noticed buildings with signs in the windows. "Man wanted. No Irish need apply."

Terence frowned. "What does this mean?" he asked. "I thought there was work for all."

"It is a thing you will get used to," Tim answered. "Many Americans are afraid of the Irish. They think because we are poor we must be lazy. They are afraid of us because most of us are Catholic and most of them are Protestant. They think we will someday try to take over this country and give it to the Pope."

* * * * * * * *

The O'Reillys set out for the Labor Exchange bright and early the next morning. Luck was with the O'Reillys that day. Terence got a job working on the roads in the city. He knew he could do it because he would be working with a shovel. He had used one all his life while planting potatoes.

Patrick was twelve by now and considered old enough to work from sunup to sundown. There were no child labor laws in those days, and any youngster who could find a job was allowed to work. Patrick was hired to take care of horses in a livery stable.

Mary O'Reilly found she could become a maid in a large mansion. Many Irish girls and women went "into service" with rich people.

* * * * * * * *

The O'Reilly family settled into their new life quickly because there were many Irish to show them how to get along in the city. Their neighbors lived in tenements like their own -- tall, rickety buildings built close together and separated by narrow alleys.

Each morning Mary O'Reilly got up before daylight to get the fire started and cook breakfast. Maureen helped by baking Irish soda bread. She formed soft dough into a round loaf that was brown and crusty outside when it came from the oven. When breakfast was over, there was laundry to be done. Clothes were washed in a big washtub, borrowed from a neighbor. The laundry was hung to dry on the roof the tenement, then brought down to be ironed. The iron was heated on the stove each time it became cold. When the ironing was finished, it was time to do the marketing.

For a special treat, Mary bought corned beef and cabbage. A head of cabbage cost only a few pennies and tasted especially good with corned beef.

It was a joke among the Irish that whenever a new baby was born another head of cabbage was thrown into the pot to feed him.

When Terence and Patrick received their wages at the end of each day, they turned the money over to Mary. She kept a careful record of the money and put some aside for the rent, some for food, some for the church, and some for Ireland.

* * * * * * * *

Before long the O'Reillys were making enough money to move to an upstairs apartment. They had a window at last. Nobody would call them "Sod Hut Irish" again. That was what Americans called paupers from Ireland. "Shanty Irish" was another insulting name. "Lace Curtain Irish" meant a family had money. It was a proud day for the O'Reillys when they hung up their lace curtains. They had worked six days a week to earn the new title.

In spite of the long hours on their jobs, they found time for fun. Sunday was their day off. They dressed in their best clothes and went to Mass at a nearby church. Afterward they gathered with friends to eat, sing Irish folk songs, and dance.

People outside the Irish community thought it was disgraceful the way the Catholics behaved on Sunday. The Protestants thought Sunday should be a solemn time.

* * * * * * * *

To raise money for the poor in Ireland and for socializing, the Irish joined such organizations as the

Ancient Order of Hibernians and the Friendly Sons of St. Patrick. They joined such Catholic organizations as the Holy Name, Altar, and Rosary societies, the League of the Sacred Heart, and the Knights of Columbus.

The O'Reillys were happy. There was only one more thing they wanted, and that was a chance to send their children to school.

However, the Protestants controlled the schools. So Catholic parents, including the O'Reillys, kept their children out of school. As much as they wanted their children to receive an education, they refused to send them to the schools where the teachers criticized Catholicism and forced their children to read from the Protestant Bible.

John Hughes, the Catholic Bishop of New York, said the system was unfair. And so, the Catholic Church set about building parochial schools. These grammar and high schools were run by parish churches. Since it cost money to run them, the students had to pay for their tuition.

It was difficult for the poor Irish immigrants like the O'Reillys to raise the money to send their children to parochial schools, but many of them managed to do so. They wanted their children to be educated in their own faith.

Adapted from: Virginia B. McDonnell, The Irish Helped Build America (New York: Julian Messner, 1969), pp. 25-52. Permission pending.

Worksheet 22A, IRISH-AMERICAN CULTURE - 1850s (continued)

Exercise:

List below the features of Irish culture that the O'Reilly family brought with them to America. Next to each, check (√) the "Yes" column if that feature is found today in American culture; check the "No" column if that feature does not impact on our culture. Finally, next to each "Yes," briefly explain how that feature shows itself in American culture today.

Aspects of Irish Culture Brought to America:	In U.S. Today? Yes	In U.S. Today? No	How Feature Shows Itself in American Culture Today:

Worksheet 22B

GERMAN CULTURE IN AMERICA - 1850s

The story of the Zimmermann family celebration tells about some of the aspects of their culture that the Germans brought with them to the United States in the 1850s.

Fritz shivered in the cold as he swung open the cellar door by the back steps of the parsonage. It was the day before Christmas.

Fritz bounded down the cellar stairs. His mother had sent him to get the crock of sauerkraut that had been especially prepared for the holiday season.

When Fritz came into the kitchen with the crock, he took a deep breath and grinned. There were good smells all around him. Everyone in the family was busy preparing for the holiday.

"Fritzchen, come help your sister with the fried cakes," Frau Zimmermann called out as Fritz set the crock in the pantry.

Fritz helped Ilse drop the mounds of dough into the hot grease. They watched the cakes puff up and fry to a golden brown. These fried cakes, or doughnuts, were a favorite German food at Christmas. Every now and then, Fritz popped a small, warm doughnut into his mouth and munched with delight.

"Careful. You'll have a stomachache." His mother laughed as she helped Anna and Erica mix the dough for stollen. This German Christmas bread, or cake, was full of all kinds of good things.

Fritz watched his mother stir up the flour, sugar, eggs, cottage cheese, and butter. His sisters added spices and ground almonds, currants and raisins, and a bit of rum for flavor. The stollen was soon ready to pop into the hot oven.

There was a lot of work still to be done, yet the holiday activities were not all work. There would be festive times as the Zimmermanns celebrated Christmas. Only a few groups in the entire country took part in such celebrations. To most Americans, Christmas was just like any other day of the year.

Descendants of the early Puritans of colonial times did not believe in celebrations. The Methodists, Baptists, Presbyterians, and a few other religious groups thought festivals of any kind were "worldly." They believed that gay decorations and holiday merrymaking were vain and wicked activities.

It was the German Lutheran, Catholic, and Moravian groups who began celebrating Christmas in America. They were responsible for making the holiday popular. Just as they had done in Germany, members of these German-American churches held religious services to remember the birthday of Christ. Families also carried on other customs they brought with them from their German villages.

One German custom was telling stories of Kris Kringle, the gift-giver. The name Kris Kringle came from the German word Christkindlein (Christ Child). But in America, Kris Kringle was represented as a jolly old elflike fellow, with a wicker basket of gifts on his back. He hardly resembled a holy figure.

While the Zimmermanns were preparing for their first holiday in America, Fritz and his sisters chattered excitedly about the Belsnickel. This was the German name for an old man or young boy dressed and masked as a "hobgoblin." The Belsnickel usually visited on Christmas Eve. He brought cookies and nuts for good children and carried a switch to use on bad boys and girls.

Even more exciting to Fritz and his sisters was the plan for decorating a Christman tree. The custom had just come into fashion in America. It had originated from German families who first brought pine boughs or small evergreen branches into their homes during the holidays. Now magazines and newspapers carried articles suggesting ways to decorate evergreen trees with candies, cakes, and candles.

Herr Zimmermann cut down a small tree, then placed it on a table in the upstairs sitting room. All the Zimmermanns took part in decorating the tree, awaiting Kris Kringle's visit.

Christmas morning at the parsonage was as exciting as any Fritz could remember. In the gray dawn hours, he and his sisters awakened their parents who were still sleeping.

As in other German families, the Zimmermann children found wicker baskets filled with gifts beside the tree. There were fruits, cookies, candies, knit socks, and small wooden toys that Herr Zimmermann had made.

Not long after it became light, people started to arrive for visits. Neighbors, church members, friends, and relatives came and went all day.

Adapted from Kathlyn Gay, The Germans Helped Build America (New York: Julian Messner, 1971), pp. 33-40. Permission pending.

Exercise:

List below the features of German culture that the Zimmermann family brought with them to America. Next to each, check (✓) the "Yes" column if that feature does impact on our culture; check the "No" column if that feature does not impact on our culture. Finally, next to each "Yes", briefly explain how that feature shows itself in American culture today.

Aspects of German Culture Brought to America:	In U.S. Today?		Examples:
	Yes	No	

Worksheet 22C

BUILDING THE TRANSCONTINENTAL RAILROAD

THE AMERICAN MOSAIC

WESTWARD EXPANSION OR EASTERN INVASION?

1803 - 1890

CHINESE PLAY MAJOR ROLE IN BUILDING TRANSCONTINENTAL RAILROAD

Crucial to California's economic well-being was linking it by railroad to the rest of the continent. Completing a railroad which would connect the Pacific and Atlantic coasts would make California the center of trade between the Far East (China, Japan, etc.) and the East Coast. The work on the railroad that would connect Sacramento, California to Promontory Point, Utah, began in 1863. However, the project at first met with little success, completing only fifty miles of track in two years. It was then decided to hire Chinese workers and by the year 1869 the project was complete. The first-hand accounts below give some idea of the challenge to and contributions of the Chinese in building the railroad.

"The hardest part, once we reached the mountains was to carve away big chunks of the mountains with explosives so that track could be laid. However, the mountains were too steep to get a foothold. To solve this problem we were lowered in baskets to drill holes for the explosives. After lighting the fuse, th other workers quickly pulled up the ropes with the baskets. Unfortunately, sometimes the explosives went off before the basket was pulled up. Sometimes the ropes broke and the workers fell to their deaths."

United Front Press.
Permission pending.

"Another problem we faced was the snow. We had to dig our way through tunnels like moles. We breathed through air shafts and never saw daylight until spring. Occasionally, avalanches swept down the mountains on the workers. Their bodies still holding their shovels, were not found until the following spring when the snows melted."

Worksheet 22D

A CHINESE EDUCATED AT YALE

Yung Wing, born in the South of China in 1828, had an experience in this country very different from most of his countrymen who labored here in the 19th century. He became the first Chinese to study at Yale University, graduating from Yale College in 1854.

The circumstances of his attending Yale are these. He was a student in a missionary high school in Macao. In 1846, the school's principal, a Yale graduate, became ill and had to return to the United States. Before leaving, he told his students, Yung writes in his autobiography My Life in China and America, that "he would like to take a few of his old pupils home with him to finish their education in the United States."

The excerpt below, from Yung Wing's autobiography, recounts his response to the principal's offer and the events that followed.

> When Mr. Brown requested those who wished to accompany him to the States to show it by rising, I was the first one on my feet. Wong Foon was the second, followed by Wong Shing. But before regarding our cases as permanently settled, we were told to go home and ask the consent of our parents. My mother gave her consent with great reluctance, but after my earnest persuasion she yielded, though not without tears and sorrow.
>
> It may not be out of place to say that if it had depended on our own resources, we never could have come to America to finish our education, for we were all poor.
>
> It was through Brown's influence that due provision was made for the support of our parents for at least two years, during our absence in America. Our patrons who bore all our expenses did not intend that we should stay in this longer than two years. They treated us nobly. They did a great work for us. Among those who bore a conspicuous part in defraying our expenses while in America, besides providing for support of our aged parents, I can recall the names of Andrew Shortrede, a Scotchman, A. A. Ritchie, an American merchant, and A. A. Campbell, another Scotchman.
>
> [While we were studying at Monson Academy in Massachusetts] Brown placed us under the care of his mother, Mrs. Phoebe H. Brown. In those primitive days, board and lodging in the country were very reasonable. Indigent students had a fair chance to work their way for an education. I remember we paid for board and lodging, including fuel, light and washing, only $1.25 a week for each, but we had to take care of our own rooms and, in the winter, saw and split our own wood, which we found to be wonderful exercise.
>
> During my first year in the Monson Academy, I had no idea of going to college. It was well understood that I was to return to China at the end of 1849, and the appropriation

of money was made to suit such a plan. In the fall of 1848, after Wong Shing had returned to China on account of his poor health, Wong Foon and myself, who were left behind to continue our studies for another year, frequently met to talk over future plans for the end of the prescribed time. We both decided finally to stay in this country to continue our studies, but the question arose, who was going to back us financially after 1849? This was the problem. We concluded to consult Mr. Brown on the subject. He decided to have the matter referred to our patrons in Hong Kong. Reply came that is we wished to pursue our studies after 1849, they would be willing to continue their support, if we were willing to go over to Scotland to go through the University of Edinburgh. This was a generous and noble-hearted proposal.

Wong Foon decided to accept the offer and go over to Scotland at the end of 1849, while I preferred to remain in this country to continue my studies here with the view of going to Yale. Wong Foon's decision had relieved him of all financial anxieties, while the problem of how I was to pay my education bills after 1849, still remained to be solved. But I did not allow the perplexites of the future to disturb my peace of mind. I threw all my anxieties to the wind, trusting to a wise providence to care for my future, as it had done for my past.

In the summer of 1850, we graduated from the academy. Wong Foon, by previous arrangements, went over to Scotland and entered the University of Edinburgh. I remained in this country and finally entered Yale.

MY COLLEGE DAYS

Before entering Yale, I had not solved the problem of how I was to be carried through the collegiate course without financial backing of a definite and well-assured character. It was an easy matter to talk about getting an education by working for it, and there is a kind of romance in it that captivates the imagination, but it is altogether a different thing to face it in a business and pratical way. So it proved to me, after I had put my foot into it. I had no one except Brown, who had already done so much for me in bringing me to this country. To him I appealed for advice and counsel. I was advised to avail myself of the contingent fund provided for students in financial need. It was in the hands of the trustees of the academy and so well guarded that it could not be appropriated without the recipient's signing a written pledge that he would study for the ministry and afterwards become a missionary. Such being the case, I made up my mind that it would be utterly useless for me to apply for the fund. However, a day was

appointed for me to meet the trustees in the parsonage, to talk over the subject. They said they would be too glad to have me avail myself of the fund, provided I was willing to sign a pledge that after graduation that I would go back to China as a missionary. I gave the trustees to understand that I would never give such a pledge for the following reasons. It would handicap and limit my usefulness. I wanted the utmost freedom of action to avail myself of every opportunity to do the greatest good in China. If necessary, I might be obliged to create new conditions, if I found old ones were not favorable to any plan I might have for promoting her highest welfare.

[Yung Wing helps to pay for his stay at Yale by waiting on tables in a student dining room.] There were altogether twenty members. I did all the marketing and served at the table. In this way [and working as a librarian], I earned my board through the latter half of my college course.

In my senior year I was again elected librarian and got $30.00. These combined sums were large enough to meet all my cash bills. If most of the country parsons of that period could get along with a salary of $200 or $300 a year (supplemented, of course, with an annual donation party, which sometimes carried away more than it donated), having as a general thing a large family to look after, I certainly ought to have been able to get through college with gifts of nearly a like amount, supplemented with donations of shirts and stockings from ladies who took an interest in my education.

The class of 1854, to which I had the honor and the good fortune to belong, graduated ninety-eight all told. Being the first Chinaman who had ever been known to go through a first-class American college, I could, therefore, call myself an educated man and, as such, it behooved me to ask, "What am I going to do with my education?" Before the close of my last year in college I had already sketched out what I should do. I was determined that the rising generation of China should enjoy the same educational advantages that I had enjoyed; that through western education China might be regenerated, become enlightened and powerful. To accomplish that object became the guiding star of my ambition.

[Yung Wing returned to China where he eventually fulfilled his dream of establishing a "Chinese Educational Mission" which sent Chinese youth to be educated in American schools.]

Adapted from: Yung Wing, My Life in China and America, (New York: Henry Holt and Company, 1909). Permission pending.

Worksheet 22D, A CHINESE EDUCATED AT YALE (continued)

Exercise:

The Yung Wing Elementary School, a New York City public school off Confucius Plaza, in Lower Manhattan, is named in honor of Yung Wing's "educational mission."

Write an inscription for the school's cornerstone commemorating Yung Wing's life and mission.

THE YUNG WING ELEMENTARY SCHOOL

ESTABLISHED _____

_____

_____

_____

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_____

_____

_____

_____

_____

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #23

Themes: Contributions, Culture

Focus Question: What was life like in Mexico's province of California in the early 19th century?

Background:

Any consideration of an evolving 19th-century American culture must pay attention to the area that from 1821 to 1848 encompassed the northernmost region of the newly independent nation of Mexico. For eventually several new states would be carved out of that region after it became the possession of the United States following the Mexican-American War.

In the Mexican province of California, for example, three kinds of settlements had been planted by the Spanish in order to strengthen their control. These were the missions, the presidios (or military posts), and the pueblos (or towns). By 1821, when Mexico achieved its independence from Spain, Franciscan friars had built 21 missions along the coast from San Diego to San Francisco. The missions, at best a mixed blessing to the American Indians, were highly successful as large-scale agricultural enterprises; but in 1834 the Mexican government began to deprive the missions of their lands, making land grants of huge areas to Mexican settlers, and the misson system soon fell apart. Under a succession of weak, inefficient, and often corrupt secular administrators, California sank into political chaos.

But the sparse Mexican population, which in 1846 numbered approximately 7,000 settlers, still managed to live in relative comfort, most of them on cattle ranches. Many of these ranches, established by early Spanish-Mexican pioneer families, were successful, lucrative enterprises.

Major Idea:

. International migrations often resulted in CULTURAL diffusion.

Concepts:

. Change
. Culture
. Interdependence

Performance Objectives: Students will be able to:

. Locate the permanent missions established by the Spanish in California.

. Describe the way people lived at a California mission.

. Assess the benefits and disadvantages of mission life for the Native Americans.

. Make inferences about the way of life of a prosperous ranchero family.

Development:

. Distribute Worksheet 23A, "A Day at the Mission of San Gabriel." Have students read, complete the exercises, and explain their answers to the following questions:

- What does this day's schedule tell us about the way of life at the mission of San Gabriel?

- What was life like for the friars?

- What was life like for the American Indians?

- Why do you suppose the Spanish government encouraged the Franciscans to build 21 missions in Upper California?

- Were the missions more of a blessing or a curse for the native peoples?

- Would you have lived happily at San Gabriel? Why or why not?

. Tell students that the missions began to fall apart after 1833, when the government of Mexico passed the Secularization Act taking the missions' property out of religious control. Ask the class:

- What legacy did the missions leave in California?

. Distribute Worksheet 23B, "A Spanish-Mexican Pioneer." Have students complete the exercise on the worksheet. Then have them explain their answers to the following questions:

- What do we learn about Jose Agustin Antonio Machado from this obituary?

- Why do you think this obituary refers to Machado as "one of the true pioneers in the infant State of California"?

- What do you think it might have been like to have been one of the 16 soldier families, like the Machados, sent from Mexico to southern California?

- What would have been some of the advantages these families had? What were some of the problems they faced?

- What do we learn about the lifestyle of the Machado family from this source?

- Why were people like the Machado family so important to the growth of the United States?

. Distribute Worksheet 23C, "Photo Exhibit of Early California." Have students examine the pictures and complete the exercise. Encourage discussion.

Follow-up Activities:

. Design a stamp commemorating the Mexican presence in what became the United States Southwest.

Worksheet 23A

A DAY AT THE MISSION OF SAN GABRIEL

The mission of San Gabriel was one of the missions founded by the Franciscans in the province of California. The schedule below represents a typical day at San Gabriel in the year 1830:

5 A.M.: Mission bell rings. Padres rise, slip their feet into sandals and hasten to the chapel. Soldiers, attached to the mission to protect the Mexican frontier from enemies, also tumble out of bed, for they too must join in prayers. American Indian converts -- men, women and children -- go to the chapel and kneel in prayer.

6 A.M.: Monks enter dining room to partake, standing in silence, of their breakfast of bread and chocolate. The native people eat their breakfast -- a bowl of maize gruel or atole.

7 A.M.: Day's work begins. Some American Indian men till the fields: some work in the vineyards. Others report to workrooms where they learn many valuable skills: carpentry, blacksmithing, shoemaking, silversmithing, leather tanning. Still other American Indian men -- vaqueros -- saddle up their cow ponies, round up the stock and kill the beef needed for the mission and the fort. Native women and girls work at milking, making cheese, and baking bread. Others go to workrooms, where they learn sewing and knitting. They make garments for themselves and also for the monks and soldiers.

11 A.M. Mission bell rings, summoning workers to their midday meal.

12 P.M.: Monks, soldiers, and native people go to chapel for afternoon prayers. Anyone failing to appear in church can be punished on the orders of the Father Superior.

1 P.M.: Every one at the mission takes an hour or so for recreation or siesta.

2 P.M.: Work resumes. Everyone works hard -- for the mission is practically self-sustaining. Almost everything is "home-made," with the exception of the bells in the towers and the gold and silver ornaments in the church. The mission even produces a surplus -- enough to sell many products in the nearby pueblo of Los Angeles.

6 P.M.: Supper hour begins.

7 P.M.: Mission bell rings again for night prayers. Everyone goes to chapel.

8 P.M.: Recreation again for everyone, except monks who still have task of teaching Spanish, music, and Christian doctrine to the native people.

9 P.M.: The day ends and everyone goes to their dormitory to sleep. There is one dormitory for married people and small children, another dormitory for boys over the age of 7, still another for girls over the age of 7.

As mission residents close their eyes in sleep, they think about the next day's special feast day. There will be no work -- only sports, horse and foot races. But most exciting of all will be the bull fight at which a bull is released and chased by men on horseback. The winner is the vaquero who can twist the bull to the ground by the tail.

California Missions

Exercise:

Answer the following questions based on the map:

. What is the title of the map? _____

. The Franciscan missions were located along the coast of which ocean? _____

. Which was the southernmost mission? _____

. Name three present-day California cities that grew up alongside the missions shown on this map: _____, _____, _____

Worksheet 23A, A DAY AT THE MISSION OF SAN GABRIEL (continued)

Exercise:

Based on the "daily itinerary," list below some of the benefits and the disadvantages of the mission system for the American Indians.

BENEFITS FOR AMERICAN INDIANS	DISADVANTAGES FOR AMERICAN INDIANS
1.	1.
2.	2.
3.	3.

Exercise:

Make up a "motto" for the mission of San Gabriel and write it on the "mission bell" below:

Worksheet 23B

SPANISH-MEXICAN PIONEER

Read the obituary below and complete the exercise which follows:

OBITUARY

May 17, 1865

JOSÉ AGUSTÍN ANTONIO MACHADO DIES AT 70

The head of one of Los Angeles's most prominent families, José Agustín Antonio Machado, died today on his sprawling homesite, Rancho La Ballona.

José Agustín has been counted as one of the true pioneers in the infant state of California. The Machado family started Rancho La Ballona when California was still an outpost of Spain's American Empire, maintained it during Mexican control of the area and also during United States rule following the Mexican-American War.

This Spanish-Mexican rancher was the fifth son of José Manuel Machado, a soldier in the Spanish colonial army. Born in 1757 in Mexico, José Manuel married María de la Luz Valenzuela in February of 1780. He was then stationed at Los Alamos, in the northern Mexican province of Sonora. The following year he and María joined sixteen other soldier families that were sent to southern California. There the men became part of the Spanish forces that were guarding the missions of Los Angeles, San Diego, and Santa Barbara.

By the time José Agustín was born on August 27, 1794, the population of the little settlement of Los Angeles had grown to three hundred fifteen. Some residents had moved out to establish cattle and sheep ranches on surrounding land. That is what José Agustín did, in partnership with three others, when he was about twenty-five. They worked hard to make a success of their ranch.

It has been estimated that Rancho La Ballona encompasses nearly 1,400 acres.Ballona was a California spelling of "bayona," the Spanish word for "bay." The Machado land was located near the Pacific Ocean, and the lagoon and marshland on it resembled a bay during time of flooding. Rancho La Ballona seemed to be an appropriate name.

In 1826 José Agustín married eighteen-year-old María Petra Manuela Buelna. Her mother had come to California from Mexico about the same time as Jose Agustin's parents. María Petra died two years after the marriage while giving birth to a son. Eight months later José Agustín married María Romona Sepulvida, the daughter of a neighboring rancher. They had fourteen children, the last born in Los Angeles in 1853.

Rancho La Ballona produced corn, beans, pumpkins, wheat, and hay. Vineyards and fruit trees thrived along Ballona Creek. A special white wine that José Agustín developed was popular in Los Angeles. Flocks of sheep and herds of cattle and horses grazed on the extensive pasture lands. José Agustín also sold horses. One of a group of buyers related their experiences while visiting Rancho La Ballona:

> "We stayed at the Rancho ten days. The food was good. Mrs. Machado, to be sure that the eggs were fresh, would catch the hens, put them into baskets, and keep them covered until they announced that they had fulfilled her requirements. Whereupon she would give them handfuls of corn, to reward them for their industry and to silence their squawking.
>
> "We bought thirty head of fine saddle horses of Machado. The lowest price was twenty dollars and the highest thirty-five, delivered to the Lopez corral in Los Angeles. We paid Machado the money and had a brand placed on the left shoulder of each horse. He would take no pay for our ten days' board and lodging, but we persuaded his wife to take three doubloons, which had the value of forty-eight dollars."

By 1860, José Agustín António Machado was considered a wealthy rancher in the area. Not only did he own part of Rancho La Ballona, but he also had acquired land near San Diego.

As of today, José Agustín's title to Rancho La Ballona is not entirely clear, as Americans have laid claim to portions of the land on which they simply settled following the Mexican-American War of 1846-1848.

Adapted from: The Machados and Rancho La Ballona, St. Mary, St. Theresa Whittenburg (Los Angeles: Dawson's Bishop) 1973. Found in Ernest R. May, et al., The American People: A History to 1877 (McDougal, Littell, 1986). Permission pending.

Exercise:

Based on the information in this worksheet, write, in no more than 25 words, an appropriate description of the achievement of José Agustín António Machado.

JOSÉ AGUSTÍN ANTÓNIO MACHADO
SPANISH-MEXICAN PIONEER
1794-1865

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

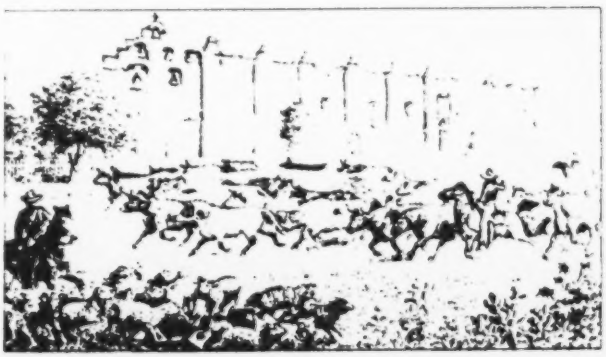
_____ _____ _____ _____ _____

Worksheet 23C

PHOTO EXHIBIT OF EARLY CALIFORNIA

Place the correct caption, chosen from those below, under each picture of life in early California.

- Californian rancheros dance the popular fandango.
- Native Americans being taught at a mission school.
- Father Junipero Serra, who established the first California missions.
- A Spanish family dresses to show wealth.
- Vaqueros and sheepherders work on a California ranch.



Illustrations from Hispanics in Unites States History, Vol. 1 (Englewood Cliffs, NJ: Globe, 1989), pp. 32, 34, 45, 58, 65.

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #24

Themes: Culture, Struggle for Equality

Focus Question: How were American family roles defined during the early 19th century?

Background:

As the United States moved from an agrarian to a more industrialized society, women were freed from some of the tasks that had made them economic partners in the "farm family." Although women still had considerable household chores to complete, the perception of the woman's role changed with industrialization.

In the early 19th century, Americans developed an ideology of the traditional "spheres" for men and women. These spheres related to appropriate gender-based behaviors, roles, and goals. Many women, according to their race and class, participated in a system of belief often called the "Cult of True Womanhood," which lauded the virtues of piety, purity, charity, and domesticity. These ideals were reflected in an education which stressed the woman's place in the home, highlighted the role of religion in women's lives, and enumerated gender-correct behaviors in school texts. Women were generally submissive partners in economic and social relationships; the marriage contract of 1848 provides evidence of this inequality.

African-American family members during the early 19th century had their own concerns and aspirations. Conditions of slavery and the desire of owners to break up slave families did not destroy African-American family ties. Although many slaves lost touch with one another when they were separated, those who could write or knew white women who could write for them kept in touch with distant family members. Slaves whose histories were recorded at later dates noted their feelings of relief when their families were kept together.

Free Black women also joined societies such as the Daughters of Africa, which often served as charitable groups, making donations to families in need.

The traditional roles of American Indian peoples such as the Lakota were modified by geography. On the Great Plains, for example, Lakota women tanned hides, gathered seeds, prepared meals, while men were responsible for hunting, using weapons, etc. The way of life for American Indian families living on the Plains to a large extent revolved around the buffalo and the sun.

Major Idea:

. As the economic and POLITICAL SYSTEM of the nation changed, there was a corresponding need for restructuring and redefinition of the American family.

Concepts:

. Culture
. Human Rights
. Political System

Performance Objectives: Students will be able to:

. Identify appropriate behaviors for family members as described in the literature of the 19th century.

. Explain the obligations of husbands and wives as stipulated in a 19th-century marriage certificate.

. Compare and contrast the roles of members of white American families with the roles of Lakota and African-American family members in the early 19th century.

Development:

. Distribute Worksheet 24A, "Dress Code for the 19th Century." Have students read the worksheet and, working in pairs, complete the exercise. Then have students explain their answers to the following questions:

- What does this "advice book" tell us about how men and women were expected to dress in the 19th century?

- What does this code suggest about the values and behaviors that were important to people in the 19th century?

- What behaviors were considered appropriate for women? For men?

- Would you be comfortable living with the dress codes of the early 19th century? Explain.

- If you were living in the early 19th century, how comfortable would you have been with the dress code? Why?

- Do you agree or disagree with the rule that the best dressed person is the one whose outfit you cannot remember?

- To what extent is dress a reflection of society's values?

- Would 19th-century rules for dress still hold today? Why or why not?

. Have students read their answers to the "Dear Lydia" column. Ask students to comment on the advice given.

. Distribute Worksheet 24B, "Marriage Certificate, 1848." Have students read the worksheet and explain their answers to the following questions:

- What was a husband expected to do in the year 1848?

- What was a wife expected to do in the year 1848?

- What is meant by "a virtuous woman is a crown to her husband"?

- What does this marriage certificate tell us about the role of a wife in 1848?

- Would you be willing to make these promises if you were getting married today? Why were people in 1848 willing to make such promises?

- This marriage cerificate dates from a period sometimes called the Age of Democracy. How much democracy was there for American women at that time?

- Would families today be better off if people were willing to keep the promises listed in the 1848 marriage contract?

. Distribute Worksheet 24C, "Marriage Certificate Today." Divide the class into small groups and have students work together to complete the worksheet by listing in one column what they think should be the husband's duties in a marriage today and in the other column what they think should be the wife's duties. Choose students to read their lists to the class, and then have the class discuss the lists.

. Distribute Worksheet 24D, "Keeping House in the 19th Century." Have students read the worksheet, complete the exercise, and answer the following questions:

- What is this advice column about?

- What qualities were admired in the 19th-century housewife?

- Why do you suppose Lydia Child wrote this advice book for women?

- If you were living in the early 19th century, would you have wanted to be a housewife? Why or why not?

- Should all homemakers practice thrift no matter what their income?

- To what extent do families today follow the suggestions of "The American Frugal Housewife"?

. Distribute Worksheet 24E, "Manners and Morality in the 1800s." Have students, working in pairs, read the worksheet, complete the exercises, and explain their answers to the following questions:

- What are these poems about?

- What behaviors were expected for boys? For girls?

- Why would parents teach these behaviors through rhymes?

- How do the poems reflect the family values of the 1800s?

- How would you have fit into a 19th-century family?

- What might a mother in 1820 have told her daughter who wanted the last piece of pie on the plate?

. Have students read their charts and values scales and then answer these questions:

- To what extent have the roles for boys and girls changed since 1800?

- Are the roles of boys and girls in today's family reflected in recent poems and books?

. Distribute Worksheet 24F, "Slave Families." Have students read the worksheet, complete the exercises, and explain their answers to the following questions:

- What does this worksheet tell us about slave families?

- Why is Mrs. Brown writing a letter to her husband?

- How does Mrs. Brown's letter show her concern for her family?

- What family news does Harriet Newby tell her husband?

- How do both women work hard to maintain family relationships?

- How would you have felt if you were in their places?

- How do these readings reflect the wish for a strong family in spite of adverse conditions?

. Distribute Worksheet 24G, "The Daughters of Africa." Have students, working in pairs, read the worksheet, complete the exercises, and explain their answers to the following questions:

- What is this worksheet about?

- What does this worksheet tell us about the Daughters of Africa society?

- How did members of the society help other free Black families?

- Why do you think such a society was needed?

- If you lived in the 19th century, would you have turned to the organization for help? Explain.

- Do you think that societies such as the Daughters of Africa are valuable to families in need?

- Are such societies of value today? Explain.

. Distribute Worksheet 24H, "Lakota Family Album." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What do these pictures tell us about the family roles of the Lakota?

- What tasks were the responsibility of Lakota men?

- What tasks were performed by Lakota women?

- How do the arts of the Lakota reflect a concern for the family?

- How does the family life of the Lakota compare and contrast to the lives of other families in the United States in the early 19th century?

- How accurate a picture of Lakota family life can we get from drawings of their activities and arts?

- Are clearly defined roles for men and women in the 20th century as important as they were in the 19th century? Explain.

Follow-up Activities:

. Organize a panel discussion on family life in the early 19th century. Participants can take the roles of family members belonging to the various groups discussed in this learning activity. At least one panelist should represent a family member today and speak from that perspective.

. Students might develop and administer a questionnaire or poll measuring attitudes about child-rearing today.

. The class might write a dress code for students in their school.

Worksheet 24A

DRESS CODE FOR THE 19TH CENTURY

An "Advice Book" written in New York in 1848 contained the following guidelines on appropriate dress for ladies and men.

How A Lady Should Dress

Ladies are allowed to consult fancy variety and ornament more than men, yet nearly the same rules apply.

Of course a lady's underclothes are not intended to be seen, but as we always imagine them to be faultlessly clean, and as an accident may at any time reveal their true condition, they always should be so. A man who would marry a woman who wore a dirty stocking, or one with a hole in it, would be very likely to beat her in a month, and run away from her before a year was over.

It is the mark of a lady to be always well shod. Shoes should always be worn a little longer than the foot so that their length makes the foot look narrow which is a great beauty.

Be as moderate as you can about bustles. Above all, as you regard health, comfort and beauty, do not lace too tightly. A waist too small for the natural proportion of the figure is the worst possible deformity and produces many others.

The most elegant dresses are black or white. Common modesty will prevent indecent exposure of the shoulders and bosom. Neatness is better than richness, and plainness better than display. Nothing beyond a simple, natural flower ever adds to the beauty of a young lady's headdress. Jewels and feathers are most appropriate to women whose charms are fading, or in their full maturity.

In any assemblage, the most plainly dressed woman is sure to be the most lady-like and attractive.

It is a general rule, applicable to both sexes, that persons are the best dressed when you can not remember how they were dressed.

How A Gentleman Should Dress

The importance of dress can scarcely be overrated, but by comparison. It is with the world the outward sign of both character and condition, and every one should endeavor to do the best that his circumstances will allow. A clean unrumpled shirt, cotton or linen as you can afford is the first importance. Never wear by day a shirt you have slept in -- wear a night shirt, or sleep without any rather than show a rumpled bosom or wristbands. Avoid all finical bosoms, ruffles or lace-work fopperies. Wear whiskers if

you like, but not of savage length and dimensions. Boots should always be clean, well blacked, and polished.

Make a point of buying a good hat. Be as particular as you like about the cut of your pantaloons. But if you consult economy and taste at the same time, make them of strong cloth or either black or very dark grey, when they will answer upon all occasions.

The vest allows of some fancy, but beware everything staring or glaring, materials or trimmings.

If you have but one coat, it will be a black dress coat, as there are occasions where no other will answer. Overcoats are worn for comfort, and should not be fanciful.

Most gentlemen wear a simple black silk cravat tied in a bow-knot before. The best dressed men wear the least jewelry. Gloves are worn in the street, at church, and places of amusement. It is not enough to carry them -- they are to be worn.

Adapted by Museum Education at Old Sturbridge Village from The Art of Good Behavior and Letter Writer on Love, Courtship and Marriage (New York, 1848). Permission pending.

Exercise:

The following letters might have been written to Lydia, an advice columnist of the early 1800s. Work with a partner to write answers to each letter. Be sure that your answers from Lydia reflect the thinking of the early 1800s.

Dear Lydia,

I am in love with a young lady who lives in the next town. My parents are opposed to my dating her because she wears jewelry and lacy dresses. She is very smart and pretty. What shall I do?

Lovesick

Dear Lovesick,

_____

_____

_____

_____

_____

Lydia

Dear Lydia,

I am invited to my piano teacher's house for dinner. I want to make a good impression. What should I wear? I am a 14-year-old girl.

Confused

Dear Confused,

_____

_____

_____

_____

_____

Lydia

_____

Dear Lydia,

I am a young man of 18 who must now go to work. I have an interview for a job at the printshop. What should I wear for the interview?

Job Hunting

Dear Job Hunting,

_____

_____

_____

_____

_____

Lydia

Worksheet 24B

MARRIAGE CERTIFICATE, 1848

The marriage certificate below from 1848 lists the duties of husband and wife:

- A man owes his first love to his wife.
- Husbands shall live with their wives giving honor unto them, as unto a weaker person.
- Husbands love your wives as Jesus loved the Church and gave himself for it.
- Let the husband give to his wife true kindness.
- If a husband does not provide for his wife and children he is worse than a non-believer.
- A husband shall cheer up his wife and be not bitter against her.
- Let man not deal treacherously against his wife.
- It is wicked for a husband to gain the heart of another woman and forsake his wife.

- A wife's desire shall be to her husband; she shall be his subject.
- Wives submit to your husband as to the lord.
- Let the wife not depart from her husband.
- The husband has the power over the wife's body.
- A wife should care how she may please her husband.
- A wife's role is to bear children and guide the house.
- A virtuous woman is a crown to her husband.
- Aged women must teach younger women to be sober, to love their husbands, to love their children, to keep the home properly and be good and obedient to their own husbands.

Worksheet 24C

MARRIAGE CERTIFICATE TODAY

In the first column, list the responsibilities that you believe a husband has today. In the second column, list the responsibilities that you believe a wife has.

M A R R I A G E C E R T I F I C A T E

Duties of Husbands	Duties of Wives

Worksheet 24D

KEEPING HOUSE IN THE 19TH CENTURY

Advice books for housewives of the 19th century were filled with helpful hints on ways to save money, food, etc. After reading this selection from The American Frugal Housewife, complete the exercise that follows:

The Frugal Housewife

Bottles that have been used for rose-water should be used for nothing else; if scalded ever so much, they will kill the spirit of what is put in them.

If you have a greater quantity of cheeses in the house than is likely to be soon used, cover them carefully with paper, fastened on with flour paste, so as to exclude the air. In this way they may be kept free from insects for years. They should be kept in a dry, cool place....

Save vials and bottles. Apothecaries and grocers will give something for them. If the bottles are of good thick glass, they will always be useful for bottling cider or beer; but if they are thin French glass, like claret bottles, they will not answer.

Woollens should be washed in very hot suds, and not rinsed. Lukewarm water shrinks them.

On the contrary, silk, or anything that has silk in it, should be washed in water almost cold. Hot water turns it yellow. It may be washed in suds made of nice white soap; but no soap should be put upon it. Likewise avoid the use of hot irons in smoothing silk. Either rub the articles dry with a soft cloth, or put them between two towls, and press them with weights.

Do not let knives be dropped into hot dish-water. It is a good plan to have a large tin pot to wash them, just high enough to wash the blades, without wetting the handles. Keep your castors covered with blotting-paper and green flannel. Keep your salt-spoons out of the salt, and clean them often.

Do not wrap knives and forks in woollens. Wrap them in good, strong paper. Steel is injured by lying in woollens.

If it be practicable, get a friend in the country to procure you a quantity of lard, butter, and eggs, at the time they are cheapest, to be put down for winter use.

Preserve the backs of old letters to write upon. If you have children who are learning to write, buy coarse white paper by the quantity, and keep it locked up, ready to be made into writing books. It does not cost half as much as it does to buy them at the stationer's.

> Do not let coffee and tea stand in tin. Scald your wooden ware often; and keep your tin ware dry.
>
> When mattresses get hard and bunchy, rip them, take the hair out, pull it thoroughly by hand, let it lie a day or two to air, wash the tick, lay it in as light and even as possible, and catch it down, as before. Thus prepared, they will be as good as new.

Mrs. Child, The American Frugal Housewife (Boston: Carter, Hendley & Co., 1833).

Exercise:

Below you will find several tasks that a 19th-century housewife might have done. For each task, indicate whether the "frugal housewife" would have approved or disapproved. Give a reason for your answer.

Keeping House in the 19th Century

Household Activity	Approved	Disapproved	Reason
1. Wash silks in warm water.			
2. Save containers from all purchases.			
3. Buy paper at the local stationery store for everyday use.			
4. Buy extra cheese if you are in the country.			
5. Buy milk and eggs at the corner store to save time.			

Worksheet 24E

MANNERS AND MORALITY IN THE 1800s

Books for young children of the early 1800s described how little boys and little girls were expected to behave. Read the excerpts below and complete the exercise that follows:

The Good Boy's Soliloquy

The things my parents bid me do,
Let me attentively pursue;
They bid me blow and wipe my nose,
And not to soil or tear my clothes;
But as a decent boy should do,
Preserve them long as good as new.
They bid me awkward tricks forbear,
And not to squint, or frown, or stare;
Or, spite of frequent reprimands,
Appear with dirty face or hands.
I must at meals be seasonable,
And must not lean upon table,
I must not let my victuals drop,
Or spill my drink and make it slop.
I must not dip, howe'er I wish,
My spoon or finger in a dish;
Or entertain the dog or cat,
With dainty bits of skin or fat.
I must not bawl or make a noise,
I must not throw about my toys;
Or, with more glee than I could make 'em
To see what is within 'em, break 'em.
I must not break about my bread,
And then upon the fragments tread,
Or squeeze it in my hands, or pick it,
And in a hole or cranny stick it.
I must not ugly faces scrawl
With charcoal, on a white-wash'd wall;
Or, as from room to room I walk,
Adorn them with designs in chalk.

The Good Girl's Soliloquy

I must not slap, nor pinch, nor bite,
Nor do a single thing in spite;
Nor whistle, shout, or jump like boys,
To vex the family with noise;
I must not tell what's said or done
In families, to any one --
For then I should deserve the shame
That fixes on a tattler's name.
I must not my own praises seek,
Nor interrupt when others speak --
And raise my voice with earnest tone,
As if I must be heard alone.
I must not sit in others' places,
Nor sneeze, nor cough in people's faces;
Nor with my fingers pick my nose,
Nor wipe my hands upon my clothes.
And if I would be truly neat,
I never must my breakfast eat
Till I have comb'd and brush'd my hair,
And wash'd my face and hands with care.
At meals I must not be too nice
In seeking for a dainty slice;
Nor ask for pudding, fowl or fish,
When there's but little in the dish.
Nor fill my mouth, till I'm unable
To speak, when spoken to, at table;
Nor stick my elbows out too wide,
And hit the person at my side;
Nor loll, nor yawn, nor sit uncouth,
Nor take the cloth to wipe my mouth....

Poems and pictures from: Arnold Arnold, Pictures and Stories From Forgotten Children's Books (New York: Dover Books, 1969), pp. 20-27.

Exercise:

Work with your partner to draw up a code of good manners for boys and girls of the early 1800s.

For each rule, use the scale below to indicate how much you agree or disagree.

+1	+2	-1	-2
agree strongly with rule	agree somewhat with rule	disagree somewhat with rule	disagree strongly with rule

Rules for Good Boys	Values Scale
1. Thou shalt not _____	____
2. Thou shalt not _____	____
3. Thou shalt not _____	____
4. Thou shalt not _____	____
5. Thou shalt not _____	____
6. Thou shalt not _____	____

Rules for Good Girls	Values Scale
1. Thou shalt not _____	____
2. Thou shalt not _____	____
3. Thou shalt not _____	____
4. Thou shalt not _____	____
5. Thou shalt not _____	____
6. Thou shalt not _____	____

Worksheet 24F

SLAVE FAMILIES

The following letters from slave women, separated from their husbands, have been saved. In the space provided, write a letter back, indicating how you are working hard to buy your family's freedom. Also indicate what family news you enjoyed hearing in the letter.

October 27, 1840
Richmond, Virginia

Dear Husband:

This is the third letter that I have written to you, and have not received any from you. I think very hard of it. The trader has been here three times to look at me. I wish that you would try to see if you can get any one to buy me. If you don't come down here this Sunday, perhaps you won't see me any more. Give my love to them all, and to your mother in particular, and to Aunt Betsey, and all the children, tell Jane and Mother they must come down a fortnight before Christmas. I wish to see you all, but I expect I never shall -- never no more.

I remain your Dear and affectionate Wife,

Sargry Brown

Dear Wife,

I am sorry that I haven't written but _____

_____

_____

_____

_____

I have told my mother and Aunt Betsey that _____

_____

_____

_____

_____

_____

_____

Your dear husband

Brentville, Virginia
April 22nd, 1859

Dear Husband:

I received your letter today, and it gives much pleasure to hear from you, but was sorry to hear of your sickness; hope you may be well when you receive this. I wrote to you several weeks ago, and directed my letter to Bridge Port, but I fear you did not receive it, as you said nothing about it in yours. I wrote in my last letter that Miss Virginia had a baby -- a little girl. I had to nurse her day and night. Dear Dangerfield, you cannot imagine how much I want to see you. Come as soon as you can for nothing would give more pleasure than to see you. The greatest Comfort I have is thinking of the promised time when you will be here. The baby commenced to crawl today; it is very delicate. Nothing more at present, but I remain

Your affectionate wife,
Harriet Newby

Dear Wife,

I hope that we will soon _____

_____

_____

_____

_____

_____

I enjoyed reading that _____

_____

_____

_____ and _____

_____

_____

Your affectionate husband

Dorothy Sterling, We Are Your Sisters (New York: Norton & Co., 1984), p. 42. Permission pending.

Worksheet 24G

THE DAUGHTERS OF AFRICA

The Daughters of Africa were a self-help, charitable group of free Black women. Their expenses for the years 1821-1822 are listed below. After reading the list of expenses, complete the exercise that follows.

Expenses of Daughters of Africa, 1821-1822

Philadelphia September 12, 1821

1. Hannah Morris Treaser of the Society Dauther of Africa will pay to Eliza Douse the Sum of 18/3 cents to pay for one pound of Candenls (candles)
   By a majority of the committee

   her
   Mary Vanable
   mark
   Vice present

   Elissabeth Mathews sucruetary

2. Mrs. Hannah Morris please to pay to Mrs. Elissabeth Moon Three Dollars for four benches for the Daughter of Africa Society.
   Phoeby Lewis Prisident
   Elissabeth Mathews Sucr

3. December 28, 1821
   Mrs. Hannah Morris please to pay to Mrs. Elissabeth Emery Five Dollars for the President (s) Chaire of the Daughter of Africa.
   Phoeby Lewis Prisident
   Elissabeth Matthew Sucr

4. March the 1, 1822
   Mrs. Morris Treasure Please to Pay to Sidney Buck and Elissabeth Griffith for Ann Hacket a sick member of the Daughter of Africa Society her weekly allowance $1 50 cent

5. Hannah Morris Treasure Plese to Pay E. Griffith for Leah Gibson a sick member $1 50 from the Daughers Africa Soiety
   Pheb Lewis President
   Elizab Mathews Sucry

6. April the 25 1822
   Hannah Morris plesse to Pay Sidney Buck $1 for Book paper ink for the Daughter Africa Society
   P. Lewis Pres.
   Elizabeth Mathews Sucretary

Exercises:

Place each of the entries from the "Daughters of Africa Expenses 1821-1822" into one of these categories.

Maintenance of Organization	Assistance to Member in Need

For each of the following modern-day concerns, indicate whether the Daughters of Africa would provide help.

Situation of Family	Would Help	Wouldn't Help	Reason
1. A child needs money for a liver transplant.			
2. Woman needs money to start her own business.			
3. Woman needs money to see ailing elderly relatives overseas.			

Worksheet 24G, THE DAUGHTERS OF AFRICA (continued)

7. May the 5 1822

Committee of the Daughters Africa Lent Ann Hacket a member a lone acordian (according) to 10 article of the Constution the sume of four dollars for the burial child.

E. Mathew Sucrtary

8. July 5 1822

Mrs. Morris Treasuer of the Daughter Africa Society Please to pay Sidney Buck one of the Committee the Sume eighteen dollar for the funurall expence of Rachel Conks one of the members of the D

Phoebe Lewis Pres E. Mathews Sucr

9. November the 15, 1822

Mary Brown borrowed of Commitee the sume of 4 wich she is to pay in 3 month to the Society for the Burial of her child

10. Sarah Pratte ten dollars for the loss of hir housband

Sterling, We Are Your Sisters, pp. 106-107. Permission pending.

Worksheet 24H

LAKOTA FAMILY ALBUM

The drawings below show the roles of men and women of the Lakota and their arts in the 19th century.

Exercise:

For each picture, write a title and list the roles of the men or women that are highlighted. You may indicate more than one role.

1. Title: _____

(Note disguise in lower right hand corner)

Role of men: _____

Historical Picture Service, Chicago. Found in Alice Osinski, The Sioux (Chicago: Children's Press, 1984), p. 22. Permission pending.

2. Title: _____

Role of women: _____

George Catlin painting, Museum of Natural History. In American Heritage Illustrated History of United States, Volume 6 (Morristown, NJ: Silver, Burdett & Ginn, 1989), p. 499. Permission pending.

Worksheet 24H, LAKOTA FAMILY ALBUM (continued)

3. Title: _____

Role of men: _____

West Point Museum. Permission pending.

4. Title: _____

Role of women: _____

Photo courtesy of New York Public Library.

Worksheet 24H, LAKOTA FAMILY ALBUM (continued)

What do these arts tell us about the importance of family?

Lakota flute used in courtship.

Importance to family:

_____

_____

_____

_____

Smithsonian Institute. Permission pending.

Cradle that could be hung from a tree.

Importance to family:

_____

_____

_____

_____

Photo courtesy of New York Public Library.

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #25

Focus Question: How did American women address issues of inequality in the mid-nineteenth century?

Background:

From the colonial period onward, women in the United States have spoken out for equality. By the late 1840s they had created a political agenda for equality, which built upon the political goals of the Enlightenment and writings about woman's nature by 18th-century authors such as Mary Wollstonecraft.

The campaign for women's rights made its formal debut in the United States in the little town of Seneca Falls, New York, on July 19, 1848, when a group of men and women filled the local Methodist Church for a two-day meeting "to discuss the social, civil, and religious condition and rights of women." Among the organizers were women who would later lead the women's suffrage movement, including Elizabeth Cady Stanton and Lucretia Mott, also prominent in abolitionist activities. The men attending included Black abolitionist Frederick Douglass.

At the convention, various women proposed resolutions on a wide range of issues affecting women. All were unanimously adopted except one calling for women to gain the right to vote in elections -- a position some feared was so radical and so potentially subject to ridicule by the press and public that it might hinder the resolution of other issues.

While the Seneca Falls convention in New York was the first meeting at which American women demanded equal rights, conventions in other states followed. At the Ohio Woman's Rights Convention in 1851, Sojourner Truth, a former New York slave, rose to speak. She issued a plea to all women to get the world "right side up again" by fighting for equal rights. Her speech had an enormous impact on the audience.

Major Ideas:

. As the economic and POLITICAL SYSTEM of the nation changed, there was a corresponding need for the restructuring and redefinition of the American family.

. The campaign for equal rights for women took a significant step forward at the Seneca Falls Convention.

Concepts:

. Human Rights
. Justice
. Political System

Performance Objectives: Students will be able to:

. Identify the resolutions passed by women for equal rights at the Seneca Falls Convention.

. Explain the arguments for women's equality offered by Sojourner Truth in 1851.

. Draw conclusions about the position of women in the mid-1800s.

. Evaluate the extent to which women's goals for equality were possible to achieve in the United States in the middle of the 19th century.

Development:

. Distribute Worksheet 25A, "Seneca Falls Convention." Select a student to read the "Agenda." It is suggested that the teacher read the Declaration of Sentiments for dramatic effect.

. Distribute Worksheet 25B, "Seneca Falls Student Activities." Have the class engage in "cooperative learning" as follows:

- Have students work in groups of three. Assign a specific role to each student in the triad. (These roles can be selected at random.) One student will be the RECORDER, responsible for writing the answers on one activity sheet. (The other students can copy these answers onto their sheets at a later time.) One student will be the CHALKBOARD WRITER to record the "telegram" on the board. The third student will be the CHECKER and re-reader who will make sure that all people in the group understand the material and know all the answers.)

- Inform students that all members of a group will be called upon to give answers from some portion of Worksheet 25B and remind them that their signatures will appear at the end of the worksheet. (This is in line with the "individual accountability" aspect of cooperative learning.)

. During the course of the lesson, have students explain their answers to the following questions:

- What does the Declaration of Sentiments tell us about the position of American women in 1848?

- What demands did the women at Seneca Falls make?

- Why do you suppose the women modeled their document on the Declaration of Independence? Do you think this was a good idea?

- Which of the women's complaints or grievances do you consider the most serious?

- If you had been at the Seneca Falls Convention in 1848, which grievances would you have wanted addressed first?

- Frederick Douglass, a prominent Black abolitionist, was present at the Seneca Falls Convention. Why do you think he attended?

- Do you think that women's goals for equality, identified at Seneca Falls, could have been achieved in the nineteenth century? Which goals were possible? Which were impossible?

- If American women today were to call a convention to list their grievances, which of the demands made at Seneca Falls would still be on their list? Which have already been solved? Would any completely new demands be made?

. Have students read their "telegrams" aloud and discuss the similarities and differences among them.

. Distribute Worksheet 25C, "Sojourner Truth Speaks For Women's Rights." Have students read, complete the exercise on the worksheet, and explain their answers to the following questions:

- What did Sojourner Truth say in defense of women's rights?

- Why do you suppose Sojourner Truth, a former slave, decided to speak out at the Ohio Woman's Rights Convention?

- Did Black and white women have any issues or problems in common in the 1840 and 1850s? Were the differences in their situations significant? Why or why not?

- If you were in the audience, how would you have reacted to Sojourner Truth's speech?

- With which of her points do you agree? Disagree? Explain.

- How do you think the audience (mostly white women and men) did react?

- Are the remarks that Sojourner Truth made in 1851 relevant to the situation of American women in the 1990s? Why or why not?

<u>Follow-up Activities</u>:

. Invite a representative of the National Organization for Women (NOW) to address the class on issues of concern to women today.

. Arrange a panel discussion on the extent to which progress has been made for American women today. The areas listed on Worksheet 25B can provide focus.

. Create a 1990s edition of a women's rights magazine. Issues on which articles can be written include: the recent Supremem Court Webster decision on abortion; whether teenage girls should need their parents' consent to obtain an abortion; the need for an Equal Rights Amendment; quotas guaranteeing admission of women into colleges and professional schools.

Worksheet 25A

SENECA FALLS CONVENTION

A G E N D A

DATE: July 19, 1848

PLACE: Methodist Church in Seneca Falls, New York

GOALS:

1. To discuss the social, civil, and religious conditions and rights of American women.

2. To draft a "Declaration," modeled on the Declaration of Independence, stating the grievances of women and demanding equal rights.

ORGANIZERS: Elizabeth Cady Stanton, Lucretia Mott

Elizabeth Cady Stanton
Culver Pictures.
Permission pending.

Lucretia Mott
Bettman Archive.
Permission pending.

The Declaration of Sentiments

We hold these truths to be self-evident; that all men and women are created equal....

Legal Inequality

The history of mankind is a history of repeated injuries on the part of men toward women.

He has never let her vote.

He has forced her to obey laws which she had no voice in forming.

He has kept from her rights which are given to the most ignorant and lowly men -- both American-born and foreigners.

Oppression in Marriage

He has made her, if married, in the eye of the law, civilly dead (taken away her rights as a citizen).

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, a person who cannot be trusted, as she can commit many crimes without being punished, provided they were done in her husband's presence. She must promise complete obedience in marriage to him. He becomes her master. The law gives him the power to deprive her of liberty and punish her.

He has passed divorce laws which favor men in matters such as the custody of children.

Having deprived her of all rights as a married women, if she is single, he has taxed her to support a government which recognizes her only when it can profit from her.

Denial of Opportunity

He has taken over nearly all the better jobs. She is paid very little for those jobs she can have. She cannot be a teacher of theology, medicine, or law.

He has closed the doors of colleges to her.

He has kept her out of church affairs. She cannot become a minister.

Denial of Opportunity (continued)

He has created a different set of morals for men and women in which acts by women which exclude them from society are not only tolerated but ignored if done by a man.

He has tried to destroy her self-confidence, to lessen her self-respect, and to make her willing to lead a dependent and submissive life.

Demands

Because of the above injustices, we demand that women be given all the rights and privileges which belong to them as citizens of the United States.

We expect much misunderstanding, lying, and ridicule in achieving our goals; but we shall use everything in our power to succeed. We shall employ agents, circulate writings, petition the state and national legislatures, and try to get the clergy and the press to work to help us. We hope this convention will be followed by a series of conventions covering every part of the country.

Adapted from: Beth Millstein and Jeanne Bodin, We, The American Women (Chicago: Science Research Associates, 1977) pp. 110-112. Permission pending.

Worksheet 25B

SENECA FALLS ACTIVITIES

Work in groups of three. One worksheet will be submitted from each group. Each person will sign below and be responsible for the answers.

PART A

Complete the chart below, briefly describing the situation regarding certain rights of women in 1848 according to the Seneca Falls Declaration and the situation today.

	1848	Today
Right to vote		
Right to participate in Congress		
Right to own property		
Rights in divorce		
Right to employment		
Right to attend college		
Right to participate in church affairs		

PART B

Check (✓) the statements below that can be made based on the Seneca Falls Declaration.

_____ In 1848, American women had the right to inherit land from their fathers.

_____ In the case of divorce, women generally got custody of the children.

_____ Colleges were open to American women in the mid-nineteenth century.

_____ Married women in 1848 had no civil rights.

_____ At Seneca Falls, women demanded equality.

PART C

Writing a Telegram

You are a newspaper reporter assigned to cover the Seneca Falls Convention. Your job is to send a telegram immediately to your paper describing what happened. You are limited to 25 words. Compose the telegram.

_____

_____

_____

_____

_____

_____

Signed by members of the group:

1. _____

2. _____

3. _____

Worksheet 25C

SOJOURNER TRUTH SPEAKS FOR WOMEN'S RIGHTS

At the Ohio Woman's Rights Convention in 1851, Sojourner Truth, a former New York slave, first listened quietly to the speakers, many of whom were males opposed to women's equality, and then she rose to speak. The leaders of the convention did not know what to expect, but when Sojourner Truth concluded her statement there were "roars of applause" and "streaming eyes." Read her statement and complete the exercise that follows.

"Well, children, where there is so much racket there must be something out of kilter. I think that between the Negroes of the South and the women of the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ar'n't I a woman? Look at me! Look at my arm! I have ploughed and planted and gathered into barns, and no man could head me!

And ar'n't I a woman? I could work as much and eat as much as a man -- when I could get it -- and bear the lash as well! And ar'n't I a woman? I have born thirteen children and seen them most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ar'n't I a woman?

(continued)

If my cup won't hold but a pint and yours holds a quart, wouldn't you be mean not to let me have my little half-measure full?

Then that little man in black there [a minister], he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back again, and get it right side up again! And now they is asking to do it, the men better let them. Obliged to you for hearing on me, and now old Sojourner hasn't got nothing more to say."

Adapted from: Millstein and Bodin, eds. We, the American Women, p. 117. Permission pending.

Photo: Smith College Library. Permission pending.

Exercise:

Listed below are statements about women that are sometimes heard today. Next to each statement, write the response that you think Sojourner Truth would have made to that idea.

STATEMENTS SOMETIMES MADE IN 1990	SOJOURNER TRUTH'S PROBABLE RESPONSE
1. Women should be treated as "ladies" and be helped into cars, helped with coats, allowed to pass first through doors, etc.	
2. Women are not the equals of men since men are naturally stronger.	
3. Some positions in churches can never be held by women, because Christ and his apostles were not women.	

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #26

Themes: Culture, Struggle for Equality

Focus Question: How did free Blacks live in the North in the 1840s and 1850s?

Background:

Though immigrants and European-American women faced many obstacles in their struggles for equality, no group outside of slaves in the South faced the hardships of Northern free Blacks -- male and female. Prejudice against African-Americans was deeply ingrained in white society throughout the nation. Although slavery had largely disappeared in the North by 1820, laws penalized Blacks in many ways. One form of discrimination was to restrict Blacks' right to vote. In New York State, for example, a constitutional revision of 1821 eliminated property requirements for white voters but kept them for Blacks. Throughout the half-century after 1800, Blacks could vote on equal terms with whites in only one of the nation's major cities -- Boston. Moreover, free Blacks were often barred from public conveyances and facilities and were either excluded from public schools in major cities or forced into segregated schools. Black parents were often forced to establish and pay for their own schools. Likewise, many white-controlled churches barred access to Blacks. This led to the establishment of separate Black churches, which would become centers of the Black community and the source from which many distinguished leaders would emerge.

Major Ideas:

. While in the North slavery had largely disappeared by 1820, laws penalized free Blacks in many ways.

. In response to discrimination, African-Americans in the North developed their own institutions through which they continued to fight for equal rights.

Concepts:

. Culture
. Human Rights
. Justice

Performance Objectives: Students will be able to:

. Describe some of the issues that concerned free Northern Blacks in the 1840s and 1850s.

. Identify several institutions established by Northern Blacks in response to the discrimination against them.

. Evaluate the effectiveness of the various actions taken by free Northern Blacks in their quest for equality in the 1840s and 1850s.

Development:

. Divide the class into four groups.

. To one group distribute Worksheet 26A, "People of Weeksville Express Concerns." To another group distribute Worksheet 26B, "Black Church Founded in Philadelphia." To the third group distribute Worksheet 26C, "Black School Children Express Themselves." And to the last group distribute Worksheet 26D, "Fighting for Equality in New York City, 1856."

. Instruct each group to read its assigned selection and work together to complete the exercise.

. "Jigsaw" students to form new groups consisting of two students from each of the original groups. (These numbers are based on a class of 32, originally divided into 4 groups of 8 students each. Numbers should be adjusted depending on class size.)

. Instruct students in the newly formed groups to "teach" each other the material previously examined while in the previous group.

. Have the groups share their information, then explain their answers to the following questions:

- What do these selections tell us about free Blacks in the North during the 1840s and 1850s?

- What were their concerns? What problems and issues did they face?

- How did free Northern Blacks respond to the discrimination against them?

- Why do you suppose the right to vote was so important to the free African-Americans of Weeksville?

- What evidence is there here that religion and education were very important to free Blacks in the 1840s and 1850s?

- How do you explain the concern of young free Black school children with the people of their race still in slavery? If young children today were asked, "What do you think about most?" How do you think they would answer?

- Was Rev. Pennington a hero? If so, why is his name so little known?

- If you were a free African-American in the 1850s, which of the responses to discrimination described here would you have supported the most? Explain.

Follow-up Activities:

. Arrange to visit Weeksville. Contact:

The Weeksville Society
P.O. Box 130120 St. John's Station
Brooklyn, NY 11213-0002
(718) 756-5250

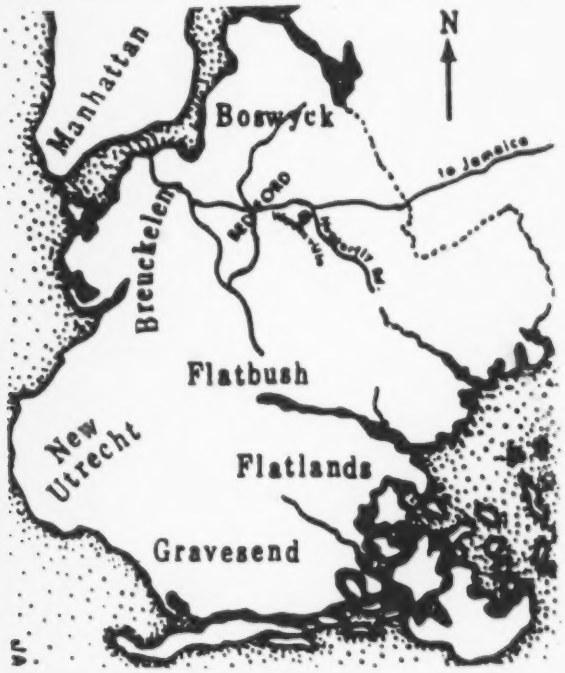
. Visit the Schomberg Museum/Library to find out more about the community life of free Blacks in the North before the Civil War.

. Write and stage a play about the lives of free Blacks in New York City in he 1850s.

Worksheet 26A

PEOPLE OF WEEKSVILLE EXPRESS CONCERNS

During the 1840s a group of free African-Americans established a community in Brooklyn named Weeksville for its founder, James Weeks. Locate Weeksville on the map below. Then read the newspaper article and complete the exercise.



BROOKLYN EVENING STAR, APRIL 9, 1846
VOTING RIGHTS
IN THE 9TH WARD OF BROOKLYN

A large meeting of the colored voters was held at their school house, Bedford, on the 31st of March 1846, to discuss voting rights. Mr. James Weeks, of Weeksville, was called to the chair. A prayer was offered. Mr. William J. Wilson, speaking for this committee, said the following:

"The denial of voting rights for Black people gets in the way of our democratic system of government and makes it impossible for all people to have a voice in their government.

"By attempting to gain the right to vote, the people of color contribute to making the United States a better country.

"Finally, we will oppose any man who will not vote to give voting rights to all citizens regardless of their skin color or the amount of property they own."

Adapted from: Joan Maynard & Gwen Cottman, Weeksville Then & Now (Society for the Preservation of Weeksville & Bedford Stuyvesant History, 1983), p. 13.

Worksheet 26A, PEOPLE OF WEEKSVILLE EXPRESS CONCERNS (continued)

Exercise:

Place an X to the left of each of the statements below if you believe that the people who attended the meeting described on the preceding page would have agreed.

_____ It's more important for Blacks to earn money than to have the right to vote.

_____ Voting rights play an important role in democratic government.

_____ Blacks should leave this country if they are not given the right to vote.

Worksheet 26B

BLACK CHURCH FOUNDED IN PHILADELPHIA

Religion was especially important in the lives of many Northern free Blacks. Read the two selections below which tell of how free Blacks in Philadelphia started their own African Methodist Episcopal Church in the early 1800s.

Rev. Richard Allen in 1787:

> A number of us usually attended St. George's Church in Fourth Street; and when the colored people began to get numerous in attending the church, they moved us from the seats we usually sat on, and placed us around the wall, and on Sabbath morning we went to church and the sexton stood at the door, and told us to go in the gallery. He told us to go, and we would see where to sit. We expected to take the seats over the ones we formerly occupied below, not knowing any better. We took those seats. Meeting had begun, and they were nearly done singing, and just as we got to the seats, the elder said, "Let us pray." We had not been long upon our knees before I heard considerable scuffling and low talking. I raised my head up and saw one of the trustees, H_____M_____, having hold of the Rev. Absalom Jones, pulling him up off of his knees, and saying, "You must get up -- you must not kneel here." Mr. Jones replied, "Wait until prayer is over." Mr. H_____M_____ said. "No, you must get up now, or I will call for aid and force you away." Mr. Jones said, "Wait until prayer is over, and I will get up and trouble you no more." With that he [Mr. H_____M_____] beckoned to one of the trustees, Mr. L_____S_____, to come to his assistance. He came, and went to William White to pull him up. By this time prayer was over, and we all went out of the church in a body, and they were no more plagued with us in the church.

Richard Allen, The Life, Experience and Gospel Labors of the Rt. Rev. Richard Allen, Written by Himself (Philadelphia, 1887), pp. 14-15. In William Loren Katz, Eyewitness (Belmont, CA: Pitman Learning, 1974), pp. 58, 59.

Rev. Daniel Coker in 1816:

> The Jews in Babylon were held against their will. So were our brethren. When the colored societies unanimously requested to go free, it was not granted. It is evident that there was a difference made between the coloured members and those of a superior colour (vulgarly so called) in point of church privilege; and it is evident that all this distinction was made on account of the complexion. Is this denied?
>
> And so, we have withdrawn from under the charge of the Methodist Bishops Conference. Ministers belonging to the African Bethel Church, who have withdrawn from under the Conference, but are still Methodists are:
>
> IN PHILADELPHIA
>
> Richard Allen, ordained by bishop Asbury
> James Champin, ordained by bishop Asbury
> Jacob Tapsico, ordained by bishop Asbury
> Jeffrey Bulah, ordained by bishop Asbury
>
> And five or six local preachers, and about fourteen hundred members, who are so by the decision of the Supreme Court, placed under the charge of Richard Allen.
>
> N.B. Contrary to the predictions of many, we have found to our great consolation, that the wholesome and friendly laws of our happy country will give us protection in worshipping God according to the dictates of our own conscience.
>
> And my prayer is, that we, the descendants of Africa, may enjoy, and not abuse our glorious privileges: and always retain a high sense of our obligation of obedience to the laws of our God, and the laws of our land.

Herbert Aptheker, ed. A Documentary History of the Negro People in the United States (New York: Carol Publishing Group, 1951), pp. 68-69. Permission pending.

Exercise:

For each of the pairs of statements below, label one the CAUSE and the other the EFFECT of that cause.

_____ Black people began to attend church in large numbers.

_____ The church sexton told the Blacks to sit in the gallery.

****

_____ Black churchgoers left the church together, never to return.

_____ The church trustees tried to forcibly remove Rev. Jones.

****

_____ Blacks withdrew from the Methodist Bishops Conference and established their own Methodist Church.

_____ It was evident to Blacks that racial distinctions were being made between churchgoers.

Worksheet 26C

BLACK SCHOOL CHILDREN EXPRESS THEMSELVES

In March 1834 the first school for African-American children was opened in Cincinnati, paid for by the parents of those children. When students were asked to write on "What do you think most about?" these were four of the answers:

> We are going next summer to buy a farm and to work part of the day and to study the other part...and to be good boys and when we get a man to get the poor slaves from bondage. (Age 7)

> Dear school-master, I now inform you in these few lines, that what we are studying for is to try to get the yoke of slavery broke and the chains parted asunder and slave holding cease forever. O that would change the hearts of our fellow men. (Age 12)

> Bless the cause of abolition -- bless the heralds of the truth that we trust God has sent out to declare the rights of man.... My mother and stepfather, my sister and myself were all born in slavery. The Lord did let the oppressed go free. (Age 11)

> Dear Sir -- This is to inform you that I have two cousins in slavery who are entitled to their freedom. They have done everything that the will requires and now they won't let them go. (Age 10)

Report on the Condition of the People of Color in the State of Ohio (April, 1835).

Exercise:

You are the teacher of the students whose writings appeared on the previous page. The school's principal wants a summary of the children's responses to their assignment. Write her a memo using the outline below.

M E M O R A N D U M

TO: Principal of the Cincinnati African Free School

FROM: Teacher (Write your name _____)

SUBJECT: Summary of Children's Answers to "What do you think most about?"

_____

_____

_____

_____

_____

_____

_____

_____

Worksheet 26D

FIGHTING FOR EQUALITY IN NEW YORK CITY, 1853

Reverend James W.C. Pennington, a runaway slave and a distinguished New York Presbyterian minister, challenged segregation on Manhattan's 6th Avenue car line and brought suit. A white witness describes below his actions to New York's Superior Court:

> ...as the doctor took his seat on the right side of the car, the passengers near him rose up and left a vacant space on both sides of him for three or four seats. A number of passengers went to the conductor and requested him to turn Dr. P. out. He was approached asked civilly to take a seat on the front platform, as that was the (segregation) regulation on the road. He declined, but the conductor insisted on his leaving his seat to which he replied that he would maintain his rights....
>
> The conductor then asked the driver to stop the car, and remove the doctor. He stopped, took Dr. P. in his arms, embraced him, and carried him backward through the car, the doctor apparently making all the resistance in his power. He was, however, forced through the car, over the platform and into the street....

New York Daily Tribune, December 19, 1856.

Exercise:

Number the events below in the order in which they occurred.

_____ The conductor asked Rev. Pennington to move to the section of the car designated for Blacks.

_____ The conductor carried Rev. Pennington out of the car and into the street.

_____ A number of passengers asked the conductor to put Rev. Pennington out of the car.

_____ Reverend Pennington brought suit in New York's Superior Court.

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #27

Theme: Struggle for Equality

Focus Question: How effective were the various forms of resistance to slavery?

Background:

In 1793, the slave population of the United States was less than one million. By 1860, that population had soared to four million -- partially as a result of the invention of the cotton gin and the world demand for cotton it produced. But as the system of slavery became more entrenched in the South, and the condition of slaves generally worsened, resistance to slavery grew.

Despite overwhelming odds, Africans used a variety of tactics. Slaves put up fierce resistance. There are many accounts of mutiny on slave ships, probably the most well-known being the Amistad Mutiny, in which an African chief's son named Cinque killed the captain of the ship and the cook. The ship landed at Montauk, Long Island, where Africans who had gone ashore to buy provisions with gold doubloons were captured by the United States Navy which happened to have a ship in port. Cinque was put on trial, convicted, but eventually won his freedom after his case was appealed to the Supreme Court. In a similar case, 130 slaves mutinied aboard a slave ship called the Creole in 1841. They steered the ship to Nassau in the Bahamas, where they were eventually freed.

Once in slavery, Africans often suffered terribly at the hands of their overseers, and, in response, resorted to a variety of methods as a means of resistance. Day-to-day resistance included singing spirituals that testified against slavery and delivered a prayer to God for deliverance from bondage. Daily resistance also included tactics such as feigning sickness or clumsiness to avoid required work. Some slaves rebelled, killing slaveholders and their families in the process. Probably the most famous of these rebellions was led by Nat Turner in August 1837. Sixty whites were killed in Turner's rebellion, and more than 100 Blacks were killed in acts of retaliation. Another means of resistance was running away. This method was systematized through the organization of the Underground Railroad -- a group of houses and churches stretching from the South to Canada where slaves could be hidden until they reached free territory.

African-Americans also fought against slavery by joining the abolitionist movement, whose leaders and members included both Blacks and whites. The abolitionists held rallies and conventions, such as the first interracial women's convention held in New York City in 1837. This effort on the part of Black and white women demonstrated a great deal of bravery, as social conventions at that time did not permit women to speak out on issues of public policy. The abolitionists also published newspapers informing Americans about the evils of the slavery system.

Major Ideas:

. While slavery affected every aspect of the social institutions of both whites and Blacks, its greatest harm lay in the denial of freedom and basic HUMAN RIGHTS.

. Abolitionists believed that slavery was a moral wrong and should be replaced by freedom and respect for HUMAN RIGHTS, but they had little real POWER beyond the impact of their words and the emotions they aroused in others.

. African-Americans' resistance to slavery ranged from intellectual arguments appearing in abolitionist journals to rebellion.

Concepts:

. Empathy
. Human Rights
. Justice
. Power

Performance Objectives: Students will be able to:

. Analyze the various forms of resistance to slavery engaged in by both African-Americans and whites, including violence, the Underground Railroad, and the abolitionist movement.

. Evaluate the effectiveness of the various forms of resistance.

. Assess how far slaves themselves were justified in going to gain their freedom.

Development:

. Distribute Worksheet 27A, "A Slave's Life." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What does this account tell us about the life of a slave?

- Which of the aspects of such a life would you find difficult to cope with if you had been a slave?

- What might a slaveholder have said to defend the treatment of slaves as described in this reading?

- Are you surprised by what you have read here? Why or why not?

- Why was this account written? How well would such an account have served in bringing about the end of the slave system?

- In the struggle for equality, what action could slaves have taken to cope with such difficult conditions? Which of these actions would you have taken if you had been a slave?

. Distribute Worksheet 27B, "Song as Resistance." Have students examine the words to the song, then have them explain their answers to the following questions:

- What is this song about?

- Why did slaves sing this song?

- Why did the slaves choose to sing about Daniel, Jonah, and the deliverance of the Jews?

- What do the words here suggest about the beliefs and hopes of the slaves who sang this song?

- How do you suppose slaveholders reacted to hearing this song? How should they have reacted? Explain.

- Is this song "revolutionary"?

- To what degree was singing this song a form of resistance to slavery?

. Distribute Worksheet 27C, "James Curry's Narrative." Have students read and complete the exercise on the worksheet. Then have them explain their answers to the following questions:

- What does this narrative tell us about the experience of James Curry?

- Why did James Curry decide to escape slavery?

- How did he and his brothers prepare for their escape?

- What hardships did James Curry and his brothers face as they made their way North?

- How did James Curry react to what happened to his brothers?

- Why was James Curry not safe in Pennsylvania?

- When did he finally feel safe? Explain.

- If you were a slave, would you have tried to escape as James Curry did?

. Distribute Worksheet 27D, "Frederick Douglass." Have students explain their answers to the following questions:

- After reading this column in the North Star, what do we learn about the techniques used by abolitionists?

- What do we learn about Frederick Douglass's life from this newspaper?

- How can you explain the title North Star? How can you explain the newspaper's slogan, "Right is of no sex, Truth is of no color - G. is the Father of us all, and all we are brethren"?

- If you were a slaveholder reading this paper, what would have been your reaction? If you were not a slaveholder and you read this newspaper at the time of its publication, what would have been your reaction?

- Why do many people argue that abolitionists like Douglass played a major role in bringing on the Civil War?

- Would publishing a newspaper like this be an effective way of fighting slavery?

- Why were many non-slaveholding Northerners very much opposed to the actions of the abolitionists?

. Distribute Worksheet 27E, "Women Join Forces Against Slavery." Have students read the worksheet and explain their answers to the following questions:

- What does this report tell us about the role that women played in the abolitionist movement?

- How did women defend their right to speak out on public and political issues?

- Why do you suppose women in the 1830s felt the need to defend their right to speak out?

- Why did women at this convention consider slavery a religious issue?

- How did these women propose to combat slavery?

- Would you have supported their proposals if you were living back in 1837? Why or why not?

- Were the women who attended the first interracial anti-slavery convention courageous? Explain.

. Tell students that although the women's proposal to refuse to buy slave-made goods (a boycott) was never put into effect, the women did manage to collect over 100,000 signatures on their anti-slavery petitions, which were then delivered to Congress. Ask the class:

- Do you think that the proposal to refuse to buy slave-made goods was an idea ahead of its time? Why or why not?

. Have students rate the success of this 1837 convention. Elicit from them some criteria for the success of a meeting of this kind. Then ask them to rate the convention on the following scale, which can be written on the chalkboard:

1	2	3	4	5
Unsuccessful		Somewhat Successful		Very Successful

. Take a straw poll and have students explain their ratings.

. Have students complete the exercise, "Letter to the Editor." Have students work in pairs to compose their letters.

. Distribute Worksheet 27F, "Slave Rebellion." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What does this worksheet tell us about Nat Turner's rebellion?

- If you were a slaveholder, how would you react to these stories about the rebellion?

- These stories, while appearing in an abolitionist newspaper, were written in the South. How can you tell that the Southern paper is against the actions of Nat Turner? Why do you think these stories appeared in an abolitionist newspaper?

- What is your reaction to the rebellion?

- Were the killings of the slaveholders and families justified?

- Do you think that Nat Turner's rebellion helped bring about an end to slave system? Explain.

- How did Nat Turner explain the rebellion?

- Why did his grandmother and even his holder tell Nat Turner that he would not grow up to be of service as a slave?

- What is your reaction to Nat Turner's return to his holder's plantation after having successfully escaped for 30 days?

Follow-up Activities:

. Roleplay an interview with Nat Turner on the evening news. Get reactions from a slaveholder.

. Have students, in the role of delegates to the 1837 Anti-slavery Convention, outline the speech they might have given.

. Research and report on the tactics used during the Civil Rights movement of the 1960s.

. Borrow protest songs from the 1960s Civil Rights Movement from the library and listen to them.

. Students might research the Amistad Mutiny and then roleplay the trial that resulted.

The Amistad Mutiny

Cinque was an African king who was captured by slave traders and subsequently led a slave mutiny against the captain and crew of the slaver Amistad, during which they liberated 54 Africans. Cinque and the other slaves eventually landed near Montauk point on Long Island in 1839. There, they were arrested by American authorities and tried for mutiny and murder.

Cinque's trial was held on January 7, 1840 in New Haven, Connecticut. It created a sensation. Classes at Yale Law School, in fact, were dismissed so students could attend the trial. Although Cinque and his co-defendants could not speak English, they argued that they had been kidnapped and had the right to resist by any means necessary. The Court found the defendants innocent, but the government, pressured by slaveholders who viewed the decision as a terrible precedent, appealed the case to the Circuit Court, which upheld the lower court's decision. It was then appealed to the Supreme Court of the United States. The argument for the Africans was presented before the tribunal by John Quincy Adams, the ex-president who, although in his seventies and almost blind, was an active abolitionist. He argued for eight-and-a-half-hours before the justices and won his case. On March 9, 1841, Cinque and the others were released. They returned to Africa, settling in the British colony of Sierra Leone.

- A good way to begin your research is with a class trip to:

The Schomberg Collection of the New York Public Library
515 Lenox Avenue
New York, NY
(212) 862-4000

Worksheet 27A

A SLAVE'S LIFE

Solomon Northup was a free Black, living in New York, who was kidnapped in 1841 and sold into slavery in the South. His recollections appear below:

> When a new hand is sent for the first time into the field, he is whipped, and made for that day to pick as fast as he can possibly. At night it is weighed, so that his capability in cotton picking is known. He must bring in the same weight each night following. If it falls short, it is considered evidence that he has been lazy, and a greater or less number of lashes is the penalty.
>
> An ordinary day's work is considered two hundred pounds. A slave who falls short of the amount allotted to him is punished.
>
> The hands are required to be in the cotton fields as soon as it is light in the morning, and except for ten or fifteen minutes, which is given them at noon to swallow a small amount of cold bacon, they are not permitted to have a moment's free time until it is too dark to see, and often times work till the middle of the night. They do not dare to stop even at dinner time.
>
> After the cotton picking is finished, the day's work is not yet ended, by any means. Each one must then do his chores, for example, feeding the mules or pigs, cutting the wood, etc. Finally, at a late hour, they reach the quarters, sleepy and overcome with the long day's work.
>
> A slave's couch consists of a wooden plank, twelve inches wide and ten feet long. My pillow was a stock of wood. My cover was a rough piece of cloth.
>
> The slaves approach sleeping with fear -- fear of oversleeping in the morning. Such an offense would certainly be attended with not less than twenty lashes. An hour before day light the horn is blown. Then the slaves awake, prepare their breakfast, and hurry to the field again. It is an offense invariably followed by a whipping to be found at the quarters after day break....
>
> The crack of the lash and the shrieking of the slaves, can be heard from dark til bedtime, on Epps' plantation, any day almost during the entire period of the cotton-picking season.
>
> The number of lashes increases according to the offense, from twenty-five for instance, when a boll is found in the cotton, or when a branch is broken in the field, to five hundred, and the mangling of the dogs, to a runaway.

> The only break from constant labor the slave has through the whole year is during the Christmas holidays when a special supper is provided. During the remaining holidays succeeding Christmas, they are provided with passes, and permitted to go where they please within a limited distance. Such is "southern life as it is," three days in the year, as I found it -- the other three hundred and sixty two being days of weariness, and fear, and suffering, and unremitting labor.

Solomon Northup, Twelve Years a Slave, Sue Eakin and Joseph Logsdon, eds. (Baton Rouge, LA: Louisiana State University Press, 1968). Permission pending.

Exercise:

Complete the sentences below:

1. The slaves approached sleeping with fear because _____

   _____

2. An hour before daylight the horn was blown to _____

   _____

3. Five hundred lashes and the mangling of the dogs was the punishment for

   _____

Worksheet 27A, A SLAVE'S LIFE (continued)

Exercise:

Column 1	Column 2	Column 3
In the spaces below list three actions African-Americans could have taken in their struggle to cope with slavery.	In the spaces below indicate the probable consequences for the slave in taking the action suggested in Column #1.	Taking into account what you wrote in Columns #1 and #2, use the following letters to describe what action you might have taken to cope with slavery if you had been in that position. (VL) very likely; (NS) not sure; (U) unlikely.

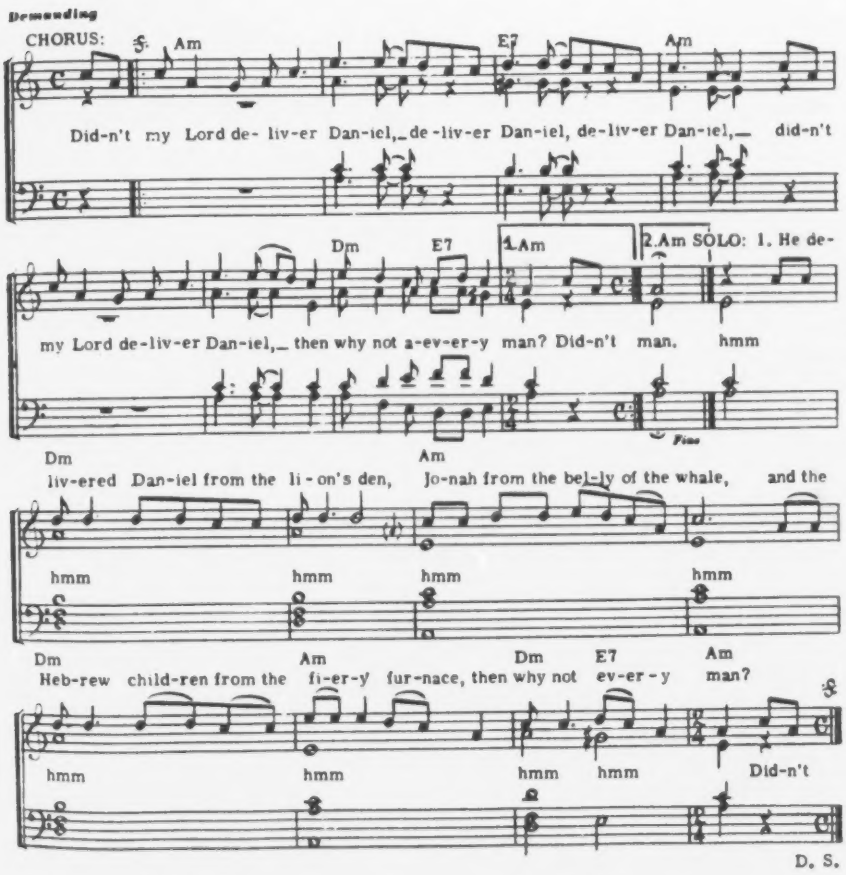
Worksheet 27B

SONG AS RESISTANCE

Along with "Go Down Moses" and "Jericho," the song below is one of the most beautiful and profound African-American spirituals. Examine the lyrics for how they show "resistance" to slavery.

Didn't My Lord Deliver Daniel?

Negro Spiritual
Choral arrangement by Leo Christiansen



2. The moon run down in a purple stream,
The sun forbear to shine;
And every star will disappear,
King Jesus shall be mine. (CHORUS)

3. I set my foot on the Gospel ship,
And the ship began for to sail,
It landed me over on Canaan's shore,
And I'll never come back no more. (CHORUS)

Irwin Silber, ed., Lift Every Voice! (New York: Oak Publications, 1953), p. 47. Permission pending.

Worksheet 27C

JAMES CURRY'S NARRATIVE

Many of the escaped slaves worked for the freedom of all slaves by describing their experiences to audiences in the North. Here James Curry, who escaped from North Carolina, tells his story.

> As the strokes fell on my back, I firmly resolved that I would no longer be a slave. I would now escape or die in the attempt. They might shoot me down if they chose, but I would not live a slave.
>
> The next morning, I decided that, as my master was preparing for one of his slave driving expeditions to Alabama, I would wait until he was gone; that when he was fairly started on his journey, I would start on mine, he for the south and I for the north. In the meantime, I instructed my two younger brothers in my plans.
>
> It happened that on the afternoon of the 14th of June about three weeks after the whipping I received and just after my master had set off for Alabama as we were going to the field after breakfast to ploughing, the overseer got very angry with me and my two brothers and threatened to whip us before night. He said that as he could not do it himself there were men in the neighborhood he could get to help him and then he walked away.
>
> This was our opportunity. We took our horses round to the road fence and hitched them and ran for my wife's house. There I changed my clothes and took my leave of her with the hope of being soon able to send for her from the land of freedom. We started without money and without clothes except what we wore (not daring to carry a bundle but with our hearts full of hope).
>
> We traveled by night and slept in the woods during the day. After traveling two or three nights, we got alarmed and turned out of the road and before we turned into it again, it had separated, and we took the wrong road. It was cloudy for two or three days, and, after traveling three nights, we found ourselves just where we were three days before, and almost home again. We were sadly disappointed, but not discouraged; and so, turning our faces again northward, we went on.
>
> I should have said before, that I knew the way to Petersburg, Va., having been several times sent there by my master with a team. Near Petersburg, we passed a neat farmhouse, with everything around it in perfect order, which had once been shown to me by a slave, as I was driving my master's team to the city. That, said he, belongs to a Friend; they never hold slaves. Now I was strongly tempted to stop there, and ask instructions

in my northward course, as I knew the way no farther, but I dared not.

(So) not knowing the north star, we took the two lower stars of the great bear for our guide, and putting our trust in God, we passed Petersburg. We suffered much from hunger. There was no fruit and no grain to be found at that season, and we sometimes went two days and sometimes three, without tasting food, as we did not dare to ask, except when we found a slave's, or free colored person's house remote from any other, and then we were never refused, if they had food to give.

Thus we came on, until about forty-five miles from Washington, when, having in the night obtained some meal, and having then been three days without food, my poor brothers begged me to go out of the woods in the daytime, and get some flour in order to bake us some bread. I went to the house, got some and returned to the woods. We made a fire in the hollow stump of a tree, mixed our meal with water, which we found near, and wrapping it in leaves, threw it in and baked it.

After eating heartily, we began to bake some to carry with us, when hearing a noise in the bushes, we looked up, and beheld dogs coming towards us and behind them several white men, who called, "O! you rascals what are doing there? Catch him! Catch him!"

The dogs sprang towards us. My feelings I cannot describe, as I started, and ran with all my might. My brothers having taken off their coats and hats, stopped to pick them up, and then ran off in another direction, and the dogs followed them, while I escaped, and never saw them no more. I heard the dogs barking after them, when I had got as much as a mile from where we started. Oh! then I was most miserable, left alone, a poor hunted stranger in a strange land -- my brothers gone.

I went forward. I had lost my way, and knew not where I was, but I looked at the sun, and as near as I could, pursued a northward course. In that afternoon I was attacked by a wild beast. I succeeded in driving him away, and that night crossed a branch of the Potomac.

At Alexandria, I crossed the Potomac River, and came to Washington, where I made friends with a colored family, with whom I rested eight days. I then took the Montgomery Road, but...I lost my course, and fell back again upon the Potomac River, and traveled on the tow-path of the canal from Friday night until Sunday morning, when I lay down and slept a little, and then, having no place to hide for the day I determined to go on until I could find a place of safety.

I soon entered a colored person's house on the side of the canal, where they gave me breakfast and treated me very kindly. I traveled on through Williamsport and Hagerstown, in Maryland, and, on the 19th day of July, about two hours before day, I crossed the line into Pennsylvania with a heart full of gratitude to God, believing that I was indeed a free man, and that now, under the protection of law, there was none who could molest me or make me afraid.

In the course of the morning, I was spoken to by a man, sitting at the window of a house in Chambersburg, who asked me if I wanted a job of work. I replied that I did and he took me into his garden, and set me to work. When the job there was done, he told me I might clean his carriage.

At dinner, I ate in the kitchen with a colored woman. She inquired where I came from. I told her the name of the town in Pennsylvania. Said she, "I did not know but you came from Virginia, or Maryland, and sometimes, some of our colored friends come there hither, and think they are free, but the people about here are very ugly, and they take them and carry them back; and if you haven't sufficient free papers, I would advise you not to stay here tonight."

This was enough for me. I had discovered that the man was very curious about me and seemed disposed to keep me at work upon little jobs until night. I went out, and was very fearful, and came on tremblingly; but near Philadelphia, I fell in with members of the Society of Friends [Quakers], whom I never feared to trust, who took in the stranger, and I worked for them until Christmas.

"Narrative of James Curry" from John Blassinggame, ed., Slave Testimony (Baton Rouge: Louisiana State University Press, 1977). Permission pending.

Exercise:

Number the following events from the story of James Curry in the order in which they occurred.

_____ James' brothers are followed by dogs, but James escapes.

_____ James instructs his brothers in his escape plan.

_____ James finds safety with The Society of Friends near Philadelphia.

_____ James receives a whipping.

_____ A wild beast attacks James.

_____ James reaches Pennsylvania and thinks he is free.

Worksheet 27D

FREDERICK DOUGLASS

Frederick Douglass was the most famous Black abolitionist. Born a slave in Maryland, Douglass learned to read and write, helped by his slaveholder's daughter. He suffered brutally at the hands of his holder and others whose job it was to "break in" difficult slaves. Eventually, he ran away to Rochester, New York, where he became the editor of an abolitionist newspaper, The North Star. Here is a part of his story in his own words.

> My first experience of life began in the family of my grandmother. The practice of separating mothers from their children and hiring them out at great distances to prevent frequent meetings was a marked feature of the slave system. My only remembrances of my mother are a few short visits made in the night on foot, after the day's tasks were over. Of my father, I knew nothing.
>
> But the time came when I must go. I was less than seven years old. On the plantation of Colonel Lloyd I was left to the tender mercies of Aunt Katy, a slavewoman who, ill-tempered and cruel, was often guilty of starving me and the other children. I had offended Aunt Katy and she adopted her usual mode of punishing me: namely, making me go all day without food. Sundown came, but no bread. I was too hungry to sleep, when who but my own dear mother should come in. She read Aunt Katy a lecture which was never forgotten. That night I learned as I had never learned before, that I was not only a child, but somebody's child. My mother had walked twelve miles to see me, and had the same distance to travel over before the morning sunrise. I do not remember seeing her again....
>
> On Colonel Lloyd's plantation,... Mr. Gore was overseer. Gore, whose every presence was fearful, undertook to whip a young colored man named Bill Denby. He broke away, plunged into the creek and, standing there with the water up to his neck, refused to come out; whereupon Gore shot him dead!
>
> I hardly became a thinking being when I first learned to hate slavery. [In] 1836 I [vowed] to gain my liberty. I [convinced] five young men to go with me. Early on the appointed morning we went as usual to the field. However, I was betrayed. The constables grabbed me. I was firmly tied. Resistance was idle. Five young men guilty of no crime other than preferring liberty to slavery were literally dragged behind horses a distance of fifteen miles and placed in the Easton jail. I wished myself a beast, a bird, anything rather than a slave.

Adapted from: Langston Hughes et al., eds., Pictorial History of Black Americans (New York: Crown, 1963), pp. 114-115.

WOMEN JOIN FORCES AGAINST SLAVERY

THE AMERICAN MOSAIC

1837

FIRST INTERRACIAL WOMEN'S ANTI-SLAVERY CONVENTION
MEETS AT THIRD FREE CHURCH IN NEW YORK CITY

Two hundred very brave women of both races are meeting here at a three-day convention, the focus of which is the most important political issue of the day -- slavery. This convention is important for several reasons. It shows that white women, who themselves hold an inferior social position, and free Black women, who hold an inferior position on the basis of both race and gender, are eager to speak out against slavery, even if that means provoking the hostility of pro-slavery citizens. Just two years ago in Boston, for example, an enraged mob threatened the safety of female members of an anti-slavery society. Moreover, this convention is the first interracial meeting of any significance. Among those in attendance are: Lucretia Mott, the Grimke sisters, and Grace Douglas, a prominent Black abolitionist. After the meeting the women plan to collect signatures on anti-slavery petitions to be presented to Congress. Below are some statements that have been made at the convention.

IN ANSWER TO THOSE WHO SAY WOMEN SHOULD NOT SPEAK OUT ON PUBLIC OR POLITICAL ISSUES:

"Are we aliens because we are women? Are we without citizenship because we are mothers, wives, and daughters of a mighty people? Have women no country... no interest in public [issues]... no partnership in a nation's guilt and shame?"

MANY OF THE WOMEN PARTICIPANTS VIEW SLAVERY AS A RELIGIOUS ISSUE:

"Not only are the means of mental improvement withheld from the slave, but the opportunities of receiving moral culture also. Not only is the privilege of learning to read and write denied, but no provision is made for his religious instruction."

A SURPRISING PROPOSAL HAS BEEN PUT FORTH:

"Great numbers of Northern women are daily making use of the products of slave labor. They are clothing themselves and their families in the cotton, and eating the rice and sugar, which they will know has cost the slave his work, his blood and his tears. Let the moral sense of the free states become so pure as to make them refuse to buy slave grown products. Merchants and grocers will soon find some way to supply their factories and stores with free-labor cotton and goods. Until the market is supplied, we will have to suffer the inconvenience of doing without...."

Adapted from: Dorothy Sterling, "Introduction," Turning the World Upside Down (New York: Feminist Press, 1987), pp. 27-28.

Exercise:

Letter to the Editor

Pretend that you are living in New York City back in 1837 and you have just read the above "Women's Weekly." Write a letter to the editor in which you express your opinion on the importance of the convention.

Dear Editor:

I have read about the first interracial women's anti-slavery convention with great interest. First of all, I think that this convention _____

_____

_____

_____

In addition, I think that_____

_____

_____

_____

_____

_____

In terms of the importance of this convention, I believe that _____

_____

_____

_____

Sincerely

273 _____

Worksheet 27F

SLAVE REBELLION

The resistance against slavery sometimes took a violent form. In 1831, a Virginia slave named Nat Turner led hundreds of slaves to take violent action against their masters. The following account of Nat Turner's rebellion appeared in the abolitionist newspaper, The Liberator.

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SLAVERY RECORD.

INSURRECTION IN VIRGINIA!

Extract of a letter from a gentleman to his friend in Baltimore, dated

'RICHMOND, August 23d.

An express reached the governor this morning, informing him that an insurrection had broken out in Southampton, and that, by the last accounts, there were seventy whites massacred, and the militia retreating. Another express to Petersburg says that the blacks were continuing their destruction; that three hundred militia were retreating in a body, before six or eight hundred blacks. A shower of rain coming up as the militia were making an attack, wet the powder so much that they were compelled to retreat, being armed only with shot-guns. The negroes are armed with muskets, scythes, axes, &c. &c. Our volunteers are marching to the scene of action. A troop of cavalry left at four o'clock, P. M. The artillery, with four field pieces, start in the steam boat Norfolk, at 6 o'clock, to land at Smithfield. Southampton county lies 80 miles south of us, below Petersburg.'

From the Richmond Whig, of Tuesday.

Disagreeable rumors have reached this city of an insurrection of the slaves in Southampton County, with loss of life. In order to correct exaggeration, and at the same time to induce all salutary caution, we state the following particulars:

An express from the Hon. James Trezvant states that an insurrection had broken out, that several families had been murdered, and that the negroes were embodied, requiring a considerable military force to reduce them.

The names and precise numbers of the families are not mentioned. A letter to the Post Master corroborates the intelligence. Prompt and efficient measures are being taken by the Governor, to call out a sufficient force to put down the insurrection, and place lower Virginia on its guard.

(continued)

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Serious danger of course there is none. The deluded wretches have rushed on assured destruction.

The Fayette Artillery and the Light Dragoons will leave here this evening for Southampton, the artillery go in a steamboat, and the troop by land.

We are indebted to the kindness of our friend Lyford for the following extract of a letter from the Editors of the Norfolk Herald, containing the particulars of a most murderous insurrection among the blacks of Southampton County,* Virginia.—*Gaz.*

NORFOLK, 24th Aug. 1831.

I have a horrible, a heart rending tale to relate, and lest even its worst feature might be distorted by rumor and exaggeration, I have thought it proper to give you all and the worst information, that has as yet reached us through the best sources of intelligence which the nature of the case will admit.

A gentleman arrived here yesterday express from Suffolk, with intelligence from the upper part of Southampton county, stating that a band of insurgent slaves (some of them believed to be runaways from the neighboring Swamps,) had turned out on Sunday night last, and murdered several whole families, amounting to 40 or 50 individuals. Some of the families were named, and among them was that of Mrs. Catharine Whitehead, sister of our worthy townsman, Dr. N. C. Whitehead,—who, with her

In Langston Hughes et al, eds., Pictorial History of Black Americans, pp. 114-115.

Nat Turner's own explanation of how he came to lead the rebellion was written as he lay in prison, waiting to go to the gallows.

> Sir, you have asked me to give a history of the motives which made me undertake the recent insurrection, as you call it. To do so I must go back to the days of my infancy, and even before I was born. I was thirty-one years of age the 2nd of October last, and born the property of Benjamin Turner, of this county. When I was just a young child I realized that I was intended for some great purpose, and my father and mother strengthened me in this belief. My grandmother who was religious, and even my holder, remarked on my uncommon intelligence for a child and said that I had too much intelligence to be of service to anyone as a slave. I was interested and inquisitive about everything. To the astonishment of my family one day I just began to read and write -- I have no recollection of being taught the alphabet.
>
> I began to wrap myself in mystery and devote my time to prayer and fasting. By this time, having become a man and hearing the scriptures commented on at meetings, I was struck with that particular passage which says: "Seek ye the kingdom of heaven and all things shall be added unto you." I prayed continually and then I had a revelation that I was ordained for some great purpose in the hands of the Almighty. Now, finding that I had arrived at adulthood, and was a slave, and these revelations being made known to me, I began to direct my full attention to fulfill the purpose for which I felt sure I was intended.
>
> About this time I was placed under an overseer, from whom I ran away. But after 30 days I returned to the surprise of the other slaves on the plantation who thought I had successfully escaped, as my father had done before. But the reason I had returned was that the Spirit appeared to me and told me it was God's will that I return to my earthly master. And about this time I had a vision -- and I saw white spirits and black spirits engaged in battle. And I heard a voice saying, "Such is your luck, such you are called to see, and let it come rough or smooth, you must surely bear it."

Adapted from: A Documentary History of Slavery in North America, Willie Lee Rose, ed. (New York: Oxford University Press, 1976).

Worksheet 27F, SLAVE REBELLION (continued)

Exercise:

According to The Liberator's column, "Slavery Record," the following actions were taken as part of Nat Turner's Rebellion:

_____ Slaves on other plantations were freed.

_____ Property was destroyed.

_____ Slaveholders and their families were killed.

To indicate how justified you believe these actions were, write in a number from the following scale in the space provided to the left of each action.

-2	-1	0	+1	+2
Unjustified		Not sure		Most justified

If you had been able to interview Nat Turner in his prison cell after the slave rebellion, what two questions would you have asked him?

1. _____

_____

2. _____

_____

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #28

Themes: Contributions, Struggle for Equality

Focus Question: To what degree did the humanitarian reforms of the Jackson Era improve people's lives?

Background:

The Age of Jackson was characterized by a number of reform movements that aimed at removing the evils in society. The symbol of Jackson as a democrat and a supporter of the common man was an impetus to reform during this era.

Women played an active role in the movement to improve conditions of the mentally ill and those who were imprisoned. Reformers emphasized rehabilitation of prisoners rather than simple punishment.

The movement for public school education gained force during this period. Some free Blacks established their own schools in Southern states where public school did not yet exist. In the North, there were schools for free Blacks and some instances of Blacks attending white academies. Sometimes, however, the integration of these schools was met with violence, community anger, and eventually the abandonment of the school. The teachers of integrated academies were often affiliated with the abolitionist societies and believed slavery to be a sin. They resolutely upheld the right of Blacks to attend their schools.

Major Idea:

. Humanitarian reform movements in America highlighted the Jackson Era.

Concepts:

. Empathy
. Human Rights

Performance Objectives: Students will be able to:

. Discuss the contributions of Dorothea Dix and Horace Mann to the humanitarian reform movements of the Jackson Era.

. Describe the struggle of free Blacks to improve their education.

. Draw conclusions from public school rules in St. Augustine about the culture of New Spain in the 1830s.

. Evaluate the effectiveness of the reform movements in changing people's lives.

Development:

. Distribute Worksheet 28A, "Social Reform." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What are these accounts about?

- What did Dorothea Dix say was her reason for describing the horrible conditions that existed for the mentally ill?

- Was Dorothea Dix successful in making you feel that change was necessary? Explain.

- According to Horace Mann, what should be the goals of education?

- Do you agree with Mann that education can improve the character of humankind?

- What do the statements of Dorothea Dix and Horace Mann have in common?

- To what extent have the goals of these reform movements been accomplished today? Explain.

- What areas of life today might Dorothea Dix and Horace Mann feel still need reform? Explain.

. Distribute Worksheet 28B, "Educational Reform and Free Blacks." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What does this reading tell us about the schooling of Blacks in the 1830s?

- Why do you suppose the public school movement didn't spread to most Southern states in the 1830s and 1840s?

- Why did Payne have to learn grammar and geography on his own?

- How did Payne try to make lessons interesting for his students?

- How does this school program compare to yours?

- Would you have enjoyed being in Mr. Payne's class? Why or why not?

- To what extent did Payne improve the lives of his pupils?

. Distribute Worksheet 28C, "A Public School in New Spain." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What does this worksheet tell us about the public school in New Spain?

- What subjects seem to be most important in this school?

- What responsibilities did students have in this school?

- How does this school compare to your own?

- How comfortable would you have been attending this school?

- To what extent did schooling in St. Augustine reflect the influence of Spanish culture in the New World?

- Do you think Horace Mann would have liked this school? Why or why not?

Follow-up Activities:

- Have students pretend to be Horace Mann or Dorothea Dix. Have them roleplay the visits of these reformers to a 1990s school or hospital. Alternatively, students might write newspaper Op Ed pieces that respond to conditions in schools or hospitals as they exist today.

- Students might choose and area of society in which they feel reform is needed today, and for that social problem, design an action plan outlining the steps that would have to be taken, and who would be involved. If feasible, students can undertake the plan and keep a journal of their experiences.

Worksheet 28A

SOCIAL REFORM

A reformer is someone who tries to improve society. But first a reformer must point out what is wrong with the current situation. Read the statements below and complete the chart that follows.

DOROTHEA DIX SPEAKS OUT

> If I inflict pain upon you, and move you to horror, it is to acquaint you with sufferings which you have the power to alleviate, and make you hasten to the relief of the victims of legalized barbarity....
>
> Lincoln (Massachusetts). A woman in a cage. Medford. One mentally ill person chained, and one in a closed stall for seventeen years. Pepperell. One often doubly chained, hand and foot; another violent; several peaceable now. Brookfield. One man caged, comfortable. Granville. One often closely confined; now losing the use of his limbs from want of exercise. Charlemont. One man caged. Savoy. One man caged. Lenox. Two in the jail, against whose unfit condition there the jailer protests.
>
> Dedham. The insane disadvantageously placed in the jail. In the [charity ward], two females in stalls, situated in the main building; lie in wooden bunks filled with straw: always shut up. One of these subjects in supposed curable. The overseers of the poor have declined giving her a trial at the hospital, as I was informed, on account of expense.

Dorothea Dix, adapted in Lew Smith, The American Dream (Glenview, IL: Scott Foresman & Co., 1980), p. 137. Permission pending.

HORACE MANN SPEAKS OUT

> According to the European theory, men are divided into classes, some to toil and earn, others to seize and enjoy.... Our ambition as a state should trace itself to a different origin and propose to itself a different object....
>
> Education...beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance wheel of the social machinery.... I mean that it gives each man the independence and the means by which he can resist the selfishness of other men....

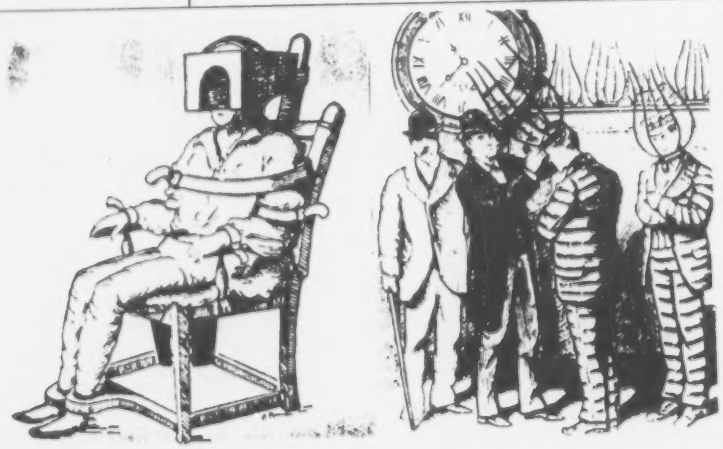
> ...To all doubters, disbelievers, or despairers in human progress, it may still be said, there is one experiment which has never yet been tried. It is an experiment, which, even before its [beginning], offers the highest authority for its ultimate success.... It is expressed in these few and simple words: "Train up a child in the way he should go; and, when he is old, he will not depart from it."
>
> But this experiment has never yet been tried. Education has never yet been brought to bear with one-hundredth part of its potential force upon the natures of children, and, through them, upon the character of men and of the race.

Horace Mann, adapted in Lew Smith, The American Dream, p. 140.

Exercise:

For the two reformers listed below, complete the chart. Base answers on information provided in their accounts.

Reformer	Area of Desired Change	Present Dissatisfaction	Possible Reforms
Dorothea Dix	Treatment of the mentally ill		
Horace Mann			



Both prisoners and the mentally ill were treated harshly. Mentally ill people might be strapped into chairs (left). Prisoners might be made to wear a metal head cage. Dorothea Dix worked to help both these groups of people.

Bettmann Archive. Permission pending.

Worksheet 28B

EDUCATIONAL REFORM AND FREE BLACKS

In the following interview, a Southern Black schoolmaster describes the curriculum in his school for free Blacks and slaves. This school charged fifty cents a month tuition. After reading the interview, complete the exercise that follows.

Reporter: Mr. Payne, your school continues to grow in enrollment. How do you account for your success?

Payne: I have always had a thirst for knowledge. I attended school for only three years and learned how to read, write and spell. To me, spelling and history assignments were always a delight. Many subjects were just not taught to Black children. Learning has continued to be a life-long practice. I added geography and English grammar to my school's curriculum after I mastered these subjects. My students are eager to use the atlas that I found for them.

Reporter: Don't the students complain about having to learn difficult subjects such as grammar?

Payne: My very soul feels triumphant every time it acquires knowledge. This is an inspiration to my students. I felt so good after I taught myself the Greek alphabet and then translated a chapter of Mathew's Gospel from Greek into English. Then I learned Latin and French. At the same time, I practiced and pushed myself to learn art. Now I can draw prints of flowers, plants and animals on paper and on decorative fabrics like velvet.

Reporter: How did your students become interested in biology?

Payne: I decorated the walls of the schoolroom with stuffed baby alligators, fishes, insects, snakes and sharks that I had killed and cleaned. On Saturdays I led the class on field trips in search of insects, reptiles, and plants. We brought the best specimens back to school for further study.

Reporter: You certainly have a lot of energy. Do your students ever get a break from their books?

Payne: Oh yes. It's very important for students to develop their muscles and have time away from the monotony of the schoolroom. My students have built some gymnastic equipment and I personally lead them in sports.

Reporter: Your students are very lucky to have a teacher such as you.

Worksheet 28B, EDUCATIONAL REFORM AND FREE BLACKS (continued)

Exercise:

A. Pretend that you were a student in Daniel Payne's class. For each of the statements made by Daniel Payne, evaluate the extent to which you agree or disagree with each of his beliefs below. Use this values scale:

-2 strongly disagree	-1 disagree	0 doesn't matter	+1 agree	+2 strongly agree

Method: Rating:

1. Learning history and spelling are "delightful" exercises. _____
2. Learning art is a valuable part of the school curriculum. _____
3. You feel good when you master a difficult subject like Greek or Latin. _____
4. Field trips help students understand science. _____
5. A good gym program is an important part of the school day. _____

B. Complete this report card for Daniel Payne, based upon reading his account of his school.

Report Card for Daniel Payne, Charleston, South Carolina, 1830

Grades:

E=Excellent, S=Satisfactory, F=Fair, N=Needs Improvement, U=Unsatisfactory

Category	Grade
1. Knowledge of subjects	_____
2. Interest in students	_____
3. Availability of books and materials for students	_____
4. Desire to learn more	_____
5. Enthusiasm for job	_____

Pupil's comments: _____

_____

_____

Worksheet 28C

A PUBLIC SCHOOL IN NEW SPAIN

The following are some of the rules that governed an early 19th-century public school in St. Augustine, Florida. The school operated from 1787 to 1821. After reading the rules, complete the exercise that follows:

- Throughout the year the schools shall be opened at seven o'clock in the morning and at two in the afternoon. At no time shall the pupils be dismissed in the morning before twelve o'clock, nor in the afternoon in winter before sunset....

- The school rooms shall be swept at least once a week by the pupils....

- ...[T]o the first or most capable of each class shall be given some title, reserving for the first of the highest class the title of Emperor....

- Every month there shall be a general examination before the parish priest and the teachers to determine the advancement the pupils may have made...in writing, reading, arithmetic, Christian doctrine, etc....

- From pupils studying the alphabet, the syllabary, and reading, the teacher shall hear four lessons a day, two in the morning and two in the afternoon....

- Pupils in arithmetic or counting shall solve two problems a day, write one or two exercises, read two lessons and receive instructions in Christian doctrine once in the afternoon....

- The teachers shall instruct their pupils how to assist at Mass....

- When the Procession of the Rosary leaves the parish church and passes through the streets, the teachers shall attend with their pupils, no exception being allowed....

Hispanics in American History, Vol. 1. (Englewood Cliffs, NJ: Globe Book Co., 1989), p. 61. Permission pending.

Worksheet 28C, A PUBLIC SCHOOL IN NEW SPAIN (continued)

Exercise:

For each of the conditions or situations in the St. Augustine public school, indicate a reason why that condition existed.

Condition or Situation	Reason Why the Condition or Situation Exists
1. Student is called upon a fourth time to read aloud.	
2. At 7:30 A.M. a student is considered "late" for school.	
3. Students are very knowledgeable about the Roman Catholic religion.	
4. Class is outside school watching a procession.	
5. A student is called "Emperor" by the others.	

UNIT FIVE: LIFE IN THE NEW NATION

Learning Activity #29

Themes: Contributions, Culture

Focus Question: How do the arts and literature of the early 19th century reflect the values of their time?

Background:

In the early nineteenth century, many American artists painted pictures of important events in the history of the new nation. Much of the poetry and literature of the period echoed the growing spirit of nationalism.

During this same era, free Black writers and artists contributed drawings and poems that reflected their concern with the enslavement of African-Americans. This work was published at abolitionist and women's rights conventions.

American Indian music of the period includes hymns that were passed on through oral tradition. These songs show concern for harmony with the environment. In the late 18th and early 19th century, a Seneca leader, Handsome Lake, led a revival of native religion which focused on environmental themes.

The decorative arts of the home also reflected the times. Clothing was still made at home and young girls aged seven and up practiced stitchery on samplers. Wise sayings, proverbs, the alphabet, and religious thoughts were often used as subjects for the samplers, to which young girls would add their names and ages.

Quilts began to be created as blankets, which when worn out, were mended with squares or scraps of fabric. Old clothing was also used to create quilts. The shapes and patterns were then passed on through the family. The quilting bee became a way for women to socialize and complete the quilting task.

Decorative arts were highly valued by American Indian peoples. Blankets and ponchos were worn by chiefs and others who could afford them. American Indian arts were functional and were often nation-specific. Materials such as bark were crafted into containers by Eastern Woodland peoples while buffalo hides were used by the Lakota and other Plains Indians.

Major Idea:

. A people's literature, art, and music reflect the ideas and values of the society they live in.

Concepts:

. Culture
. Diversity

Performance Objectives: Students will be able to:

. Describe the variety of decorative and fine arts of the early 19th century.

. Evaluate the extent to which the arts reflected the values of the early 19th century.

Development:

. Distribute Worksheet 29A, "Arts and American Nationalism." Have students study the pictures, complete the exercise, and explain their answers to the following questions:

- What do these pictures show?

- What feelings about America are reflected in these paintings?

- Do paintings such as these contribute to proud feelings about one's country?

- If you were alive in 1814, how would you have felt if you saw the painting "Washington Burns"? Why?

- Which of the paintings reflects the greatest nationalist spirit? Why?

. Distribute Worksheet 29B, "Poem Saves Fate of United States Ship." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What is this poem about?

- Why is Holmes so proud of this ship?

- Why is Holmes angry that this ship is going to be dismantled?

- If you lived in 1814, would you have joined Holmes in his protest to save "Old Ironsides"? Why or why not?

- Should our government preserve famous buildings, vehicles, and things that are part of our nation's history? Why or why not?

- To what extent do you think Holmes was expressing the opinion of all Americans who lived in the early 19th century?

. Distribute Worksheet 29C, "Free Blacks Reach Out." Have students, working in pairs, read the worksheet, complete the exercise, and explain their answers to the following questions:

- What does this worksheet tell us about the concerns of free Blacks in the 1830s?

- What were the concerns of Sarah Forten?

- How does Ms. Forten appeal to our emotions?

- If you attended the 1837 convention at which her poem first appeared, how would you have responded to this poem? Why?

- Is Sarah Forten's poem still meaningful today?

- What is Patrick Reason's drawing about?

- What feeling is expressed in this drawing?

- Why would a free Black, like Reason, select this subject for his art?

- Why does the motto, "Am I Not a Woman and a Sister?" accompany the paintings?

- How would you compare the feelings expressed in the poem with those expressed in the drawing?

- How does the subject matter of Black artists and writers contrast with that of white artists and writers of the same era?

- How effective are the arts in reflecting the values and thoughts of various cultural groups? Explain.

. Distribute Worksheet 29D, "Seneca, Environmental Song." Have students read the worksheet, complete the exercises, and explain their answers to the following questions:

- What is this song about?

- What does this song tell us about the Seneca peoples' concern for nature?

- Why are herbs valued by the Seneca people?

- How does the Seneca herbalist show his or her concern for nature?

- To what extent does the song reflect the values of the Seneca people?

- How meaningful are these values today?

. Distribute Worksheet 29E, "Environmental Harmony Award." Have students complete the award, indicating reasons why the Seneca are deserving of this honor.

. Distribute Worksheet 29F, "Sampler Wisdom." Have students read the worksheet, complete the first exercise, and explain their answers to the following questions:

- What do these sampler sayings tell us?

- What values are reflected in these sayings?

- Why would young girls sew these designs as their practice needlework?

- Do you agree with the sampler saying that "of female arts in usefulness -- the needle far excels the rest"?

- To what extent are these values and sayings still heard today?

. Have students work alone or in groups to design a modern-day sampler.

. Distribute Worksheet 29G, "Arts of 19th-Century Women." Have students examine the examples of quilts, complete the exercise, and explain their answers to the following questions:

- What do the quilts show us?

- What kinds of designs are represented on the quilts?

- Why would a slave woman make a "couple" quilt?

- What does this show about her values and beliefs?

- How do the quilts show the importance of thrift? A woman's skill in needle work? The importance of home and family?

- Why would many women from all cultural groups enjoy quilt-making?

- Why did American Indians value skill in handiwork?

- To what extent do women today value learning these "home" crafts?

. Tell the class that quilting bees were often held where groups of women got together to work on a quilt and enjoy the socializing.

. Have students work in pairs or small groups to plan a design for the quilt squares outlined on the page. Compare and contrast the designs planned by the groups.

. Distribute Worksheet 29H, "Excerpts From the Journal of Lorenzo Da Ponte." Have students explain their answers to the following questions:

- What do we learn about Lorenzo Da Ponte from this worksheet?

- In what ways has Da Ponte made important contributions both to the United States and Italian-Americans?

- What qualities did Da Ponte have which enabled him to accomplish what he did?

- Why did Da Ponte believe it was so important to set up an Italian Academy in the United States?

- How does this excerpt show how the arts and literature of America reflected its diverse population?

Follow-up Activities:

. Design an exhibit showing how today's art, literature, and music reflect contemporary values.

. Visit the Museum of the City of New York to view examples of art reflecting values of an era.

. The class might cooperatively design a quilt that, for example, reflects the cultural backgrounds of students.

. Have students prepare posters or flyers inviting the community to a performance of The Marriage of Figaro or to one of Da Ponte's classes.

Worksheet 29A

ART AND AMERICAN NATIONALISM

Pretend that you are an American of a certain gender, class, and race living in the 1800s. You have seen these paintings for the first time at a local museum. Rate each of these paintings according to the following scale:

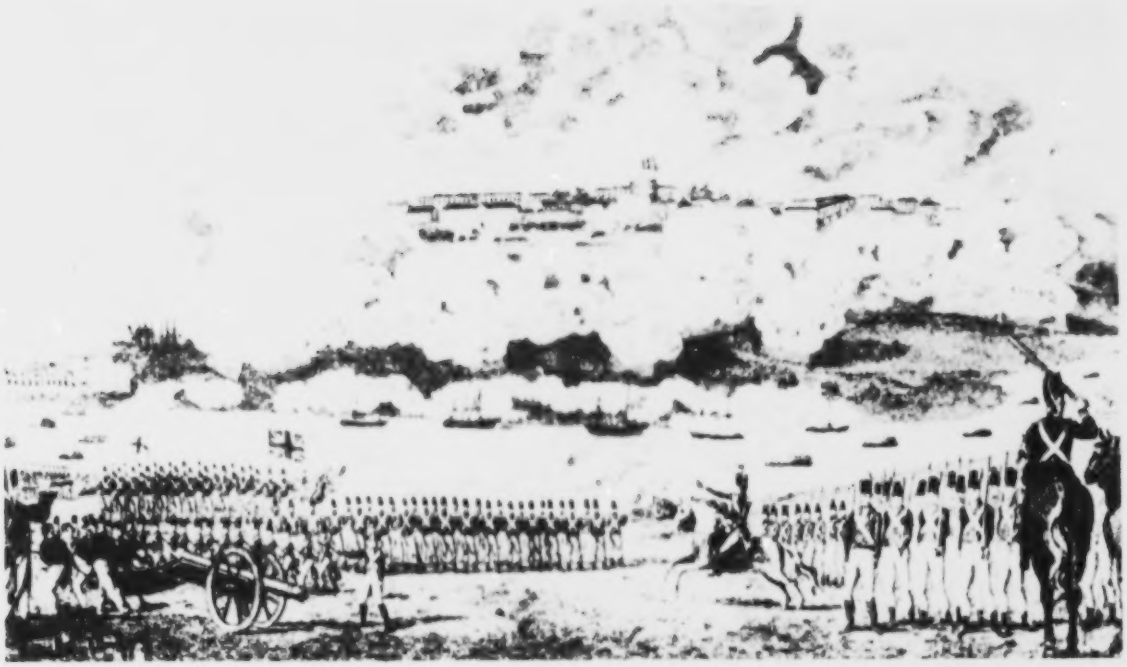
- inspires very little feeling for the United States
- inspires some feeling for the United States
- inspires strong feeling for the United States
- inspires extremely strong feeling for the United States

number of

_____

number of

_____



number of

_____

The picture that inspired greatest pride was _____

because _____

_____

Worksheet 29B

POEM SAVES FATE OF UNITED STATES SHIP

In 1830, the battleship Constitution, nicknamed "Old Ironsides," was slated for dismantling. Oliver Wendell Holmes, Sr., wrote this poem in protest. After reading the poem, write a letter to your congressperson in which you agree or disagree with Holmes's position.

Old Ironsides

Aye, tear her tattered ensign* down!
  Long has it waved on high,
And many an eye has danced to see
  That banner in the sky;
Beneath it rung the battle shout,
  And burst the cannon's roar --
The meteor of the ocean air
  Shall sweep the clouds no more.

Her decks, once red with heroes'
    blood,
  Where knelt the vanquished foe,
When winds were hurrying o'er the flood,
  And waves were white below,
No more shall feel the victor's tread,
  Or know the conquered knee --
The harpies** of the shore shall pluck
  The eagle of the sea!

Oh, better that her shattered hulk
  Should sink beneath the wave;
Her thunders shook the mighty deep,
  And there should be her grave;
Nail to the mast her holy flag,
  Set every threadbare sail,
And give her to the god of storms,
  The lightning and the gale!

*Ensign: a flag flown on a ship.

**In old myths, harpies were evil creatures, half bird, half woman, who snatched away the souls of the dead.

In Twomey, Sr. Mary, Adventures for Readers, Book #2 (New York: Harcourt, Brace, World, 1962), p. 470.

Exercise:

Dear Congressperson:

(Save, Do not save) "Old Ironsides." I feel this way

because _____

_____

_____

_____

_____

In addition, _____

_____

_____

_____

Sincerely,

Worksheet 29C

FREE BLACKS REACH OUT

Free Blacks also expressed their feelings in art and poetry. Study the works below and complete the exercise that follows.

We are thy sisters. God has truly said,
That of one blood the nations he has made.
O, Christian woman! in a Christian land,
Cans't thou unblushing read this great command?
Suffer the wrongs which wring our inmost heart,
To draw one throb of pity on thy part!
Our skins may differ, but from thee we claim
A sister's privilege and a sister's name.

by Sarah L. Forten
for Convention of American
Women, New York, 1837

In Dorothy Sterling, We Are Your Sisters (New York: Norton & Co., 1984), p. 114. Permission pending.

Patrick Reason, 1835. In Sterling, We Are Your Sisters, p. 111.

Worksheet 29C, FREE BLACKS REACH OUT (continued)

Exercise:

Poetry and art often reveal the emotions and feelings of their creators. For each of the emotions listed below, show how the emotion is expressed in the above poem or picture.

Emotion	How Emotion is Expressed in Poem or Drawing
Pride	
Anger	
Sadness	
Longing	

What would be a good title for the poem?_____

_____

Worksheet 29D

SENECA ENVIRONMENTAL SONG

The following song of the Seneca was repeated every time an herb was pulled from the ground to be used in medicine making. Tobacco was offered to the plant and then these words were spoken. In addition to tobacco, strings of wampum, beads, and arrowheads were also given as offerings to herbs such as witch hazel, pine gum, oswego tea, and mint.

Seneca Herbalist's Song

You have promised that you would heal the earth,
That you were ready with your healing.
With that promise I now claim you, take you,
Take you for your healing virtues only.

Oh, give me of your power to purge, to cleanse,
Your power to heal our people with your virtue.
I will not destroy you, but plant your seeds,
Plant them in the hole from which I take you.

You will grow again and more than fourfold,
Oh, spirit of the herb, I'll not destroy,
Nor without purpose take you from the earth.
Accept my thanks for all your benefits.

In Arthur C. Parker, The Indian How Book (New York: Dover Press, 1975), p. 217.

Exercise:

For each of the following environmental actions, indicate whether Seneca people would agree or disagree. Base your response on the song that you just read.

Environmental Action	Agree	Disagree	Reason
1. Pulling from the ground plants and flowers that look pretty.	____	____	
2. Planting new seeds in spot where an herb is removed.	____	____	
3. Appreciating the variety of wild herbs and flowers in a local area.	____	____	
4. Picking enough witch hazel to have for a future emergency.	____	____	

Worksheet 29E

ENVIRONMENTAL HARMONY AWARD

An environmental group has decided to give an award to the Seneca for their contributions to saving the earth. Please complete the certificate below.

ENVIRONMENTAL HARMONY AWARD
presented to
the Seneca people
for

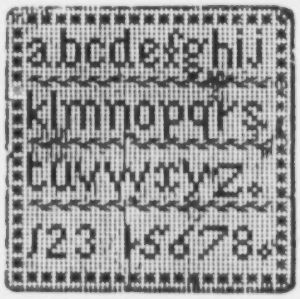
_____

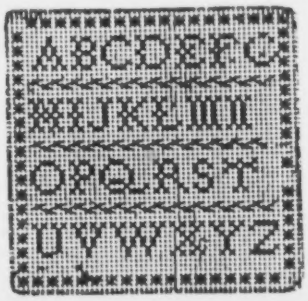
Date _____ Signature _____

Worksheet 29F

SAMPLER WISDOM

In the early 1800s, clothing was sewn by hand. Girls learned needlecrafts from their mothers and began at age 7 to create samplers of plain and fancy needlework. The following are examples of sampler sayings and mottos. After completing the exercise, see if you can design a modern-day sampler.





Sampler Wisdom

1736

Labor for learning before you grow old
for it is better than silver or gold.
When silver is gone and money is spent
then learning is most excellent.

1802

Of female arts in usefulness
The needle far excels the rest.

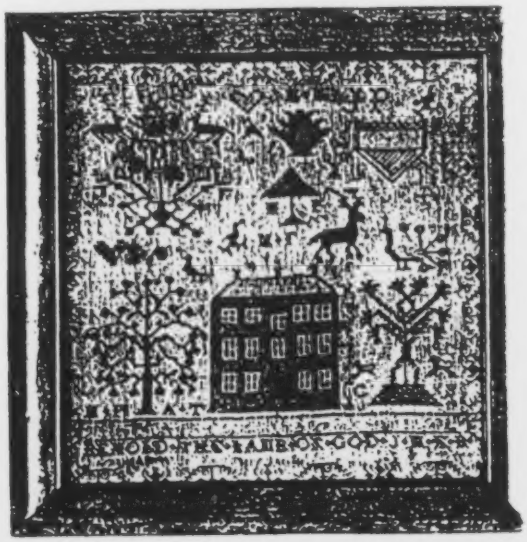
1817

With cheerful mind we yield to men
The higher honors of the pen
The needle's our great care
In this we chiefly wish to shine
How far the arts already mine
This sampler does declare.

Mottos

"A stitch in time saves nine."

"Cleanliness is next to Godliness."



Judith Weissman and Wendy Lester Lavit, Labor of Love, America's Textiles and Needlework, 1617-1930 (New York: Alfred A. Knopf, 1987), p. 139. Permission pending.

Worksheet 29F, SAMPLER WISDOM (continued)

Exercise:

Read each of the values expressed in 19th-century samplers. Place a check next to the values that are still expressed today. Explain why the value is still meaningful (or not meaningful) today.

SAMPLER WISDOM

Value	Expressed Today	Not Expressed Today	Reason
1. Attending to personal hygiene is extremely important.			
2. Fix things immediately when a repair is simple.			
3. Learning is more important than money.			
4. Women should work hard to excel at needlework and leave scholarly jobs to men.			

See if you can design a sampler for today in the space below. Use XXXs to represent the cross stitch that is traditionally used in a sampler. A plain running stitch is marked by ----. Use 20th-century sampler wisdom if you wish, or write a proverb that you hear at home.

A 20TH-CENTURY SAMPLER

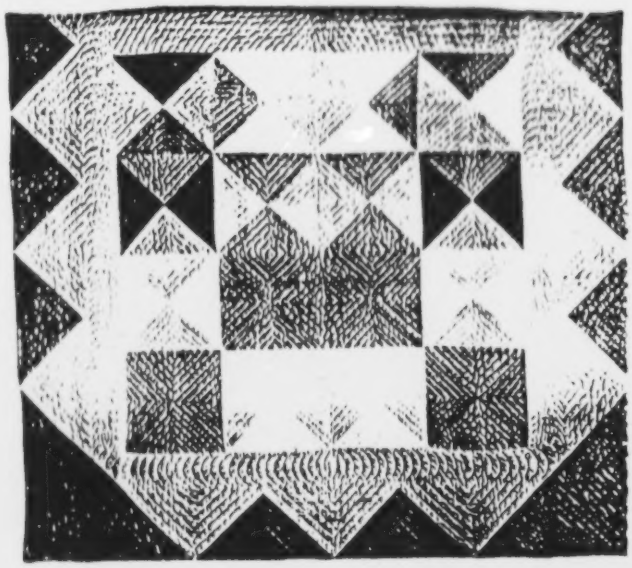
Worksheet 29G

ARTS OF THE 19TH CENTURY

Examine these quilts and weavings created by 19th-century women. Then work with your group to design a pattern for the blank quilt.

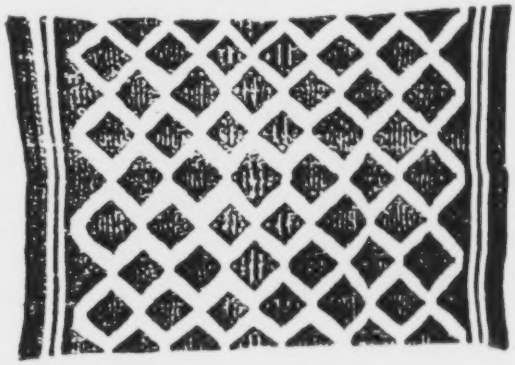
Slave Woman's Quilt

Mary Jane Batson: Couples Quilt, Richmond Virginia. Mid-nineteenth century. Pieced and appliqued cottons 74" X 86". From scraps of clothleft over from her mistress's elegant ball gowns, slave woman Mary Jane Batson created this comely representation of many of her friends.(Collection of Ron and Marcia Spark). Permission pending.



Early 19th-century Quilt

Pieced quilt, Harlequin Medallion, calamanco, 1810-1820. New England 86 3/4" X 96". Calamanco is a glossy woolen fabric. Photograph courtesy George E.Schoellkopf Gallery. (Private Collection) Permission pending.



Woven Blanket by Native American Women of the Southwest
Weissman and Lavit, Labor of Love. Permission pending.

Worksheet 29G, ARTS OF THE 19TH CENTURY (continued)

Design a quilt in the space below.

Worksheet 29H

EXCERPTS FROM THE JOURNAL OF LORENZO DA PONTE

Lorenzo Da Ponte, like many other Italian-Americans, migrated to the United States in search of a better life. He did much to bring the culture of Italy to this country.

> 1805 - I am almost sixty-years old. Sixty is a difficult age to begin a new life. Most of my life has been spent writing the librettos [words] for operas, first in Italy, where I was born, then in Austria. My greatest honor has been to write the librettos for Wolfgang Amadeus Mozart. I have written the words for such operas as Don Giovanni, The Marriage of Figaro, and Cosi Fan Tutti. I have just arrived in New York, and I must support my family. Yet I have no friends. What should I do? I could teach Italian. Very few in this large city know this beautiful language.
>
> 1807 - Today, with the help of some friends, I opened my academy to teach Italian language and literature. There are 12 young men and women in my first class.
>
> 1811 - In a few years I have already taught hundreds of people to speak Italian. We have begun to hold meetings or seminars. We read Italian poetry and plays. These meetings last the entire day and people who attend must speak Italian; there is no English allowed. I am proud of what I have done. Many people in my adopted city now know and appreciate the Italian language and its literature.
>
> 1824 - People continue to study Italian in my school, and I have thought of another way to help New Yorkers appreciate Italian culture: bring an Italian opera company here for the season.
>
> 1825 - Italian opera has become the sensation of New York. I have asked the company if they could perform my Don Giovanni, which was set to music by the immortal Mozart. The company manager replied, "We will do it. It is the best opera in the world."
>
> 1826 - I have translated Don Giovanni into English for its premier performance in New York. Now the American audience will be better able to appreciate the opera.
>
> 1827 - My Italian classes are so popular that I cannot accept all who want to apply. In them we study in the original Italian works such as Dante's Divine Comedy and the Sonnets of Petrarch.

Unit 5: Bibliography

Adams, Russell L. Great Negroes Past and Present. Chicago: Afro-Am, 1976. An introduction precedes each group, summing up major contributions in the fields covered.

Ambrose, Amanda, 3d. My Name is Black: Anthology of Black Poets. New York: Scholastic Book Service, 1975. A collection of Black poetry chosen for junior and senior high school curriculum units.

Bacon, Margaret H. I Speak for My Slave Sister: The Life of Abby Kelley Foster. New York: Crowell, 1974. An active abolitionist, this fiery, controversial orator also adhered to highly advanced ideas for her time as she advocated nonviolence and supported women's rights.

_____. Rebellion at Christiana. New York: Crown, 1975. Based on the personal account of William Parker, an escaped slave who settled in Pennsylvania, this book recounts the incident of September 11, 1851, when Parker and some other men endeavored to prevent a Maryland slaveowner from reclaiming four fugitives.

Baker, Houston A., comp. Black Literature in America. New York: McGraw-Hill, 1971. An anthology of Afro-American folklore and literature with biographical data about the authors.

Banks, James A. and Cherry. March Toward Freedom: A History of Black Americans. 2nd ed. Belmont, CA: D.S. Lake, 1978. A well-illustrated history covering Blacks from their African background to the 1970's.

Bealer, Alex W. Only the Names Remain: The Cherokees and the Trail of Tears. Boston, MA: Little, Brown, 1972. Describes Cherokee life and civilization. With the discovery of gold and development of the cotton gin, United States government forces them off their land and an illegal treaty is the basis for sending the Cherokee people into exile.

Bedini, Silvio A. The Life of Benjamin Banneker. Maryland Historical Society, 1972. An authoritative biography of the eighteenth-century American scientist. Well illustrated with photographs, maps, and drawings.

Bleeker, Sonia. The Cherokee: Indians of the Mountains. New York: Morrow, 1952. Presents daily life, work of children, customs, and beliefs of the Cherokee before the coming of white men; alphabet developed by Sequoyah; their enforced exile and present-day life.

Bontemps, Arna. Frederick Douglass: Slave-Fighter-Freeman. New York: Knopf, 1959. A man, born a slave, escapes and becomes a leader in the Abolitionist movement.

Brandon, William. The Magic World: American Indian Songs and Poems. New York: Wiliam Morrow and Co., 1971. This book is a collection of songs and poems from many Native American peoples. It is an excellent source for comparing traditions, legends, and values as they vary from tribe to tribe.

Brown, Dee. Lonesome Whistle: The Story of the First Transcontinental Railroad. New York: Holt, Rinehart and Winston, 1980. A lucid narrative reveals interesting details about the Irish and Chinese immigrants who laid the rails. Historical fiction.

Brown, Virginia Pounds. World of the Southern Indians. Beechwood Books, 1983. Traces the history and culture of the five major Indian peoples of the southeastern United States: Cherokee, Chickasaw, Choctaw, Creek, and Seminole.

Buckmaster, Henrietta. Flight to Freedom: The Story of the Underground Railroad. New York: Crowell, 1958. This history of the founding and operation of the Underground Railroad has much background material on slavery, the abolitionist movement, and Blacks after the Civil War.

Butwin, Frances. The Jews in America. Minneapolis: Lerner Publications, 1980. This narrative traces Jewish life in America from colonial experiences in such sites as New Amsterdam and Rhode Island up to the present. Examples of cultural life, photographs, and discussions of anti-Semitism are included.

Campbell, C.W. Sequoyah: The Story of an American Indian. Minneapolis, MN: Dillon Press, 1973. This book describes Cherokee philosophy and practices and presents a view of the culture, life, and leadership of Sequoyah.

Chu, Daniel and Samuel. Passage to the Golden Gate: A History of the Chinese in America to 1910. New York: Doubleday and Co., 1967. The story of how Yankee clipper ships brought the news of the California gold rush to China and subsequently brought back thousands of Chinese who helped build the first railway across the West.

Collier, Peter. When Shall They Rest? The Cherokee's Long Struggle with America. New York: Holt, 1973. A well-written review of the history of the Cherokee.

Dennis, Margaret. America Indian 1492-1970. New York: Oceana Publications, Inc., 1971. Provides a chronology of events, famous names, and contributors to Native American history.

Di Franco, J. Philip. The Italian Americans. New York: Chelsea House, 1988. This book traces the influence of Italian-Americans on American life and culture. In addition to highlighting the contributions of well-known Italian-Americans, the role of the family as a transmitter of values and the struggles of the "ordinary" person are emphasized.

Dowdell, Dorothy and Joseph. The Chinese Helped Build America (from They Helped Build America Series) New York: Julian Messner, 1972. A young peasant leaves his native China to travel to the gold fields of California, and eventually moves to a better life in New York City.

Fall, Thomas. Canalboat to Freedom. New York: Dell Publishing Company, 1966. This is an adventure novel of two young deckhands on a canalboat who become involved in smuggling stowaway slaves.

Farnsworth, Frances Joyce. Winged Moccasins: The Story of Sacajawea. New York: Messner, 1954. The life story of the guide for Lewis and Clark.

Faulkner, William J. Days When the Animals Talked: Black American Folktales and How They Came To Be. Chicago, IL: Follett, 1977. A collection of slave tales which the author heard as a child.

Ferris, Jeri. Go Free or Die. Minneapolis, MN: Carolrhoda, 1988. This biography shows the life of Harriet Tubman as she led over three hundred slaves to freedom.

Fleischmann, Glenn. The Cherokee Removal, 1838: An Entire Nation Is Forced Out of Its Homeland. New York: Watts, 1971. An account of the Cherokee removal to lands west of the Mississippi River by the United States Militia in 1838.

Fox, Paula. The Slave Dancer. New York: Bradbury, 1973. A stark and compelling view of slavery as seen through the eyes of a young white boy who is shanghaied on a slaver and forced to make music for its human cargo.

Freedman, Florence B. Two Tickets to Freedom: The True Story of Ellen and William Craft, Fugitive Slaves. New York: Simon and Schuster, 1971. In 1848 they made a harrowing trip by train and steamer from Macon, Georgia, to Philadelphia, but this was only the beginning of their efforts to escape slavery.

Furer, Howard B. The Germans in America 1607-1970. Dobbs Ferry, NY: Oceana Publications, 1973. With a chronology and documents section, the book presents an adequate introduction to the topic.

Garcia, Ernest F., and George Shaftel. Mexican-American Heritage. Belmont, CA: Fearon Publishers, Inc., 1972. Describes the culture of the native inhabitants of southern and south-western North America before 1492, and how their lives were altered by European settlement.

Gay, Kathlyn. The Germans Helped Build America (from They Helped Build America Series). New York: Julian Messner, 1971. The book includes reasons for emigration and typical pursuits in the United States.

Georgakas, Dan. The Broken Hoop: The History of Native Americans from 1600 to 1890, from the Atlantic Coast to the Plains. Garden City, NY: Doubleday, 1973. An interesting, selective, personal vision of Native American history.

Goodman, Walter. Black Bondage: The Life of Slaves in the South. New York: Farrar, 1969. A picture of the life of slaves in the South, from Africa to freedom.

Gridley, Marion E. American Indian Women. New York: Hawthorn, 1974. Contains information that not only dispels myths about Native American women, but about Native Americans in general.

Griffin, Judith Berry. Nat Turner. New York: Coward-McCann, 1970. The story of Nat Turner, leader of a slave rebellion, with emphasis on his youth and early experiences.

Hamilton, Virginia. Anthony Burns: The Defeat and Triumph of a Fugitive Slave. New York: Knopf, 1988. An escaped slave is found in Massachusetts.

_____. Arilla Sun Down. New York: Greenwillow, 1976. Twelve-year-old, part Indian, part Black, finds herself caught up in family problems, many of which stem from living in two cultures.

_____. The People Could Fly. New York: Knopf, 1985. This collection of Afro-American folktales includes some variants of old favorites like "The Gunniwolf."

Hancock, Sibyl. Famous Firsts of Black Americans. Gretna, LA: Pelican, 1983. Describes twenty Black people who succeeded at something unusual and important in the shaping of the destiny of America.

Hartmann, Edward. American Immigration. Minneapolis: Lerner Publications, 1979. An overview of immigration from colonial times to the present traces governmental policies, opportunities, and prejudices that immigrant groups faced.

Haugaard, Kay. China Boy. New York: Abelaard-Schuman, 1971. This historical fiction is set in the mid-1800s. It offers perspectives on the life of some Chinese immigrants during that era.

Haynes, Betsy. Cowslip. Nashville, TN: Nelson, 1973. A compassionate portrayal of an enslaved thirteen-year-old girl.

Hungry Wolf, Adolf. Children of the Sun: Stories By and About Indian Kids. New York: Morrow, 1987. Uses materials from many sources to create a picture of Native American family life of an earlier day.

Jakes, John. Susanna of the Alamo: A True Story. New York: Gulliver Books/Harcourt, 1986. Susanna and her sister were among the American defenders.

Johnson, James. The Irish in America (the In America series). Minneapolis, MN: Lerner, 1966. Summarizes conditions in Ireland which led to great migration of Irish to America. Discusses shipboard treatment; discrimination in housing and employment; role in building roads, railroads, and canals.

Jones, Gene. Where the Wind Blows Free. New York: Norton, 1967. A collection of ten stories about boys and girls, men and women (Native American, white, and Mexican) of the American West.

Jones, Weyman. Edge of Two Worlds. New York: Dial, 1968. Selected by the NY Times as one of the outstanding books for 1968. A young white survivor of a wagon train massacre meets Sequoyah.

Katz, William L. Eyewitness: The Negro in American History. New York: Pitman Publishing Corp., 1971. An historical narrative brings out the salient features of eyewitness accounts of topics in Black history.

_____. Slavery to Civil War, 1812-1865. New York: Watts, 1974. This second volume of a series (Minorities in American History) covers the Black experience in America.

Kingston, Maxine Hong. The Woman Warrior: Memoirs of a Girlhood Among Ghosts. New York: Alfred A. Knopf, 1976. A Chinese-American woman recalls her own childhood in America and stories her mother had told her about China.

Kromer, Helen. Amistad Revolt, 1839: The Slave Uprising Aboard the Spanish Schooner. New York: Watts, 1973. A detailed account describing the causes and aftermath, as well as the mutiny itself.

Lester, Julius. Long Journey Home: Stories from Black History. New York: Dial, 1972. Six stories (based on fact) about slaves and ex-slaves and their lives in a hostile America are movingly told in this National Book Award runner-up.

_____. This Strange New Feeling. New York: Dial, 1982. A skillful blend of historical facts and creative writing in three short stories that deal with the loss and gain of freedom.

_____. To Be a Slave. New York: Dial, 1968. Commentaries providing background information and explanations connect selections from personal narratives which were written down from interviews with ex-slaves.

Lewis, Claude. Benjamin Banneker: The Man Who Saved Washington. New York: McGraw-Hill, 1970. The story of a self-educated Black man and his role in the nation's Capitol.

Loewenberg, Bert James, and Ruth Bogin, eds. Black Women in Nineteenth-Century American Life: Their Words, Their Thoughts, Their Feelings. State College, PA: The Pennsylvania State University Press, 1981. A selection from the writings of two dozen Black women leaders of the nineteenth century, with a general introduction relating them to their forebears in colonial times and to their descendants in the twentieth century.

Longsworth, Polly. Charlotte Forten, Black and Free. New York: Crowell, 1970. A chronicle of the great movements before and during the Civil War and of the people who shaped abolition and women's rights.

Mann, Arthur. Immigrants in American Life. Boston: Houghton Mifflin, 1968. Documents and oral histories form the basis of this supplementary text that traces immigration from the colonial period through the 1960s.

Martinez, Rafael F. My House Is Your House. New York: Friendship Press, 1964. This book provides a sense of the heritage, traditions, life styles, and family life of Mexican-Americans.

McCunn, Ruthanne Lum. An Illustrated History of the Chinese in America. Design Enterprises of San Francisco, 1979. In tracing the history of the Chinese in the United States, the author highlights their struggle for acceptance through discussions of their adjustment to life in a new country and discriminatory legislative actions against them.

McLuhan, T.C. Touch the Earth: A Self-Protrait of Indian Existence. New York: Promontory Press, 1971. This book is a beautifully illustrated selection of statements and writings by Native Americans, illuminating the course of Native American history, values, and culture.

Meltzer, Milton. The Chinese Americans. New York: Crowell, 1980. Begins with an account of the recruitment of workers to build the railroads; land reclamation; and pioneer development of many kinds of fruit, vegetables, and cereals. Also examines the problems of prejudice, discrimination, and stereotyping.

_____. Tongue of Flame: The Life of Lydia Maria Child. New York: Crowell, 1965. Biography of the reformer, propagandist, and pamphleteer. Also conveys the political and intellectual fervor of New York and New England before the Civil War.

_____. Underground Man. New York: Bradbury, 1972. Adventure and narrow escapes characterize this novel of young Josh who, at 19, becomes involved in helping runaway slaves escape in 1835.

Moquin, Wayne, and Charles Van Doren. A Documentary History of the Mexican Americans. New York: Praeger Publishers, 1971. This is one of the most complete collections. Surveys Mexican-American history from 1536 to the present.

Morrison, Dorothy Nafus. Under a Strong Wind: The Adventures of Jessie Benton Fremont. Atheneum, 1983. Excellent for its portrayal of many aspects of life in the 19th century.

Nava, Julian. The Mexican American in American History. New York: American Book Co., 1973. A collection of readings and first-hand documents illustrating Mexican-American heritage in the U.S. It spans a long historical period from the first Spanish contacts to contemporary issues in the 1970's.

Patterson, Lillie. Frederick Douglass: Freedom Fighter. Easton, MD: Garrard, 1965. A simplified biography of the great abolitionist.

Petry, Ann. Harriet Tubman: Conductor on the Underground Railroad. New York: Washington Square Press, 1955. A well-reviewed account of Harriet Tubman's escape route on the underground railroad for over 300 slaves.

Rippley, LaVern. Of German Ways. Minneapolis, MN: Dillon Press, 1970. Concerned with the German way of life in both the homeland and in America. Attention is turned to reasons for emigration.

Steiner, Stan. La Raza: The Mexican American. New York: Harper and Row, 1969. An illustrated history of Mexican-Americans from early days to the present. Paints a broad general picture of this culture and supplies many illuminating details.

Sterling, Dorothy, ed. We Are Your Sisters: Black Women in the Nineteenth Century. New York: W. W. Norton and Co., 1984. Documentary portrayal of the Black women who lived between 1800 and the 1880's. Sampler of personal experiences as described in interviews, government testimonies, letters, diary excerpts, autobiographies, and newspaper accounts.

Tung, William. Chinese in America 1820-1973 (from Ethnic Chronology Series). Dobbs Ferry, NY: Oceana Publications, Inc., 1974. An objective, historical analysis of the Chinese in America. Traces the history of Chinese immigration policy, the federal and state laws, including judicial decisions affecting status.

Turner, Frederick W., III. The Portable North American Indian Reader. New York: Viking, 1974. This collection includes some works that are not typically presented in an anthology, such as a journal entry about the Lewis and Clark expedition; two realistic, unromanticized captive stories; and an analysis of Native American female-male relationships.

Underwood, Mary. The Tamarack Tree. Boston, MA: Houghton Mifflin, 1971. The attitudes of white superiority and prejudice prevalent in the 1830's are evident in this historical novel set around a Connecticut school for young women.

Van Every, Dale. Disinherited: The Lost Birthright of the American Indian. New York: Avon Books, 1966. This is a detailed history of the five "civilized" Native American tribes -- Choctaw, Cherokee, Creek, Chicksaw, and Seminole -- and the U.S. government's dispersal of them.

Waltrip, Lela and Rufus. Indian Women. New York: McKay, 1964. An interesting juxtaposition of writing involves the description of the contrast between white and Native American women.

White, Florence Meiman. Junipero Serra, Brave Adverturer. New York: Dell, 1987. This biography details the unfailing faith of the missionary who established the first missions in Mexico and California.

Young, Alida E. Land of the Iron Dragon. New York: Doubleday, 1978. This historical novel shows how a young teenager seeks work with thousands of other Chinese on the transcontinental railroad in 1865.

Yue, David. Tipi: A Center of Native American Life. New York: Knopf, 1984. Describes the lifestyle of the Native Americans of the Great Plains, focusing on the architecture and design of the tipi and social structure of its occupants.

UNIT 6

DIVISION AND REUNION

UNIT SIX: DIVISION AND REUNION

Learning Activity #1

Theme: Movements of People

Focus Question: How did the United States justify its policy of territorial expansion prior to the Civil War?

Background:

The purchase of the Louisiana Territory in 1803 initiated a policy of westward territorial expansion which more than doubled the size of the United States prior to the Civil War. American Indians and Mexicans might have argued with the term "westward expansion;" from their perspective, the expansion of the United States to the Pacific might have been more appropriately called "the eastern invasion."

Supporters of United States territorial acquisitions justified them by various social, political, and economic arguments. John L. O'Sullivan coined the phrase Manifest Destiny in 1845, saying, "It is our manifest destiny to over spread the continent allotted by Providence for the free development of our yearly multiplying millions."

American Indians suffered more than any other group as a result of westward expansion. Luther Standing Bear of the Oglala Sioux argued that, rather than "taming" the West, the United States settlers were in fact the barbarians. He said, "We did not think of the great open plains, the beautiful rolling hills, and winding streams with untangled growth as 'wild.' To us it was tame.... Not until the hairy man from the east came and with brutal frenzy heaped unjustly upon us and the families we loved, was it 'wild' for us. When the very animals of the forest began fleeing from his approach, then it was for us that the Wild West began.

Main Idea:

. In pursuing its own self-interest, a nation may disregard the basic human rights of people within its borders and in other countries.

Concepts:

. Culture
. Human Rights
. Power

Performance Objectives: Students will be able to:

. Identify the term "Manifest Destiny."

. Evaluate the justification for the United States policy of territorial expansion prior to the Civil War.

Development:

. Distribute Worksheet 1A, "Manifest Destiny." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What is happening in this picture?

- Based on these pictures and the readings below them, how would you define the term "Manifest Destiny"?

- Which groups would have supported this policy? Why would they support such a policy?

- How do you think the artist views the United States policy of westward expansion? What arguments does the artist present favoring expansion?

- As an American Indian, how would you have reacted to the words and pictures describing Manifest Destiny?

- What is your reaction to the policy of Manifest Destiny? What does it reveal about the values and attitudes of the United States and its role in the world? Do you agree with these attitudes?

- Why might native people have titled this picture, "The Eastern Invasion?"

- Do you think the term "westward expansion" or "eastern invasion" best describes the scene pictured in this painting?

- How important was expansion to the progress of the United States?

. Distribute Worksheet 1B, "American Indian View of Westward Expansion." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What do we learn in this worksheet about American Indian views of United States expansion?

- How would Chief Luther Standing Bear respond to the argument that expansion was necessary to "civilize" the American continent?

- What does Speckled Snake mean when he says the white man "filled himself with the Indian's food and got very large"?

- Compare and contrast the two arguments presented on this page.

- What is the strongest argument presented here against westward expansion?

. Distribute Worksheet 1C, "Interest in the Far East." Have students explain their answers to the following questions:

- What information do we gain from these headlines?

- To what degree do these headlines support the view that desire to increase trade with the Far East was a cause for United States expansion?

- Roleplay a United States and a Chinese diplomat discussing the United States desire to open trade.

- How important was the opening of trade between the United States and the Far East nations to its rise as a world power?

- Suppose the United States had not expanded to the Pacific Ocean. Would trade with Far Eastern nations be just as important today?

- Does the desire to establish trade with the Far Eastern nations justify the United States policy of expansion?

Follow-up Activity:

. Have students write an editorial that opposes the views of Manifest Destiny presented in the Boston Times, December 11, 1844.

Worksheet 1A

MANIFEST DESTINY

During the 1840s, many people in the United States favored the nation's pursuing a policy of territorial expansion. Study the painting of Manifest Destiny and the readings below and complete the exercise that follows.

Painting by John Cast, 1872, in Martin Sandler, In Search of America, pp. 66-67B.

> "It is the fulfillment of our manifest destiny, to expand the continent given to us by Providence for the free development of our yearly multiplying millions..."
>
> John L. O'Sullivan, 1845

The spirit of young America will not be satisfied with what has been reached, but spreads its young wings for a higher and more glorious flight.... The hopes of humanity must depend on us.... The steam is up. The young overpowering spirit of the country will press onward. It will be easier to stop the waters of the ocean from swelling with a grain of sand from the shore, than it would be to stop the advancement of the United States. For it is our destiny to civilize this land and enable all who live in it to appreciate the many blessings and advantages they enjoy.

Boston Times, December 11, 1844

Exercise:

After studying the picture and the readings, explain the following:

a. The role of the Goddess of Liberty in the painting: _____

_____

b. The actions of the native people in this picture: _____

_____

_____

c. The role of the people (other than the American Indians) in this picture: _____

_____

Worksheet 1B

AMERICAN INDIAN VIEW OF WESTWARD EXPANSION

In 1830, Speckled Snake, a Cherokee, gave this view of westward expansion. After reading the comments of Speckled Snake, complete the exercise that follows.

> When the first white man came over the wide waters, he was but a little man, very little. His legs were cramped by sitting long in his big boat, and he begged for a little land. The Indians gave him land, and built fires to make him comfortable.
>
> But when the white man had warmed himself at the Indian's fire and had filled himself with the Indian's food, he became very large. He did not stop at the mountain tops, and his foot covered the plains and the valleys. His hands grasped the eastern and western seas. Then he became our Great Father. He loved his red children, but he said "You must move a little farther so that I don't step on you by accident."
>
> Brothers, I listened to a great many talks from our Great Father. But they have always begun and ended like this: "Go a little farther; you are too near to me."

Frederick W. Turner III, ed., The Portable North American Indian Reader (New York: Viking Press, 1974).

Exercise:

In column II write in your own words the meaning of Speckled Snake's statements in column I.

I	II
1. When the first white man came over the wide waters, he was but a little man, very little.	_____
2. When the white man filled himself with the Indian's food he became very large... His foot covered the plains...[and] his hand grasped the eastern and western seas.	_____
3. Then he became our Great Father. He loved his red children, but he said "You must move a little farther, so that I don't step on you by accident.	_____

Chief Luther Standing Bear of the Oglala Sioux gave this view of United States westward expansion.

> We did not think of the great open plains, the beautiful rolling hills, and winding streams with tangled growth as 'wild'.... To us it was tame.... Not until the hairy man from the east came and with brutal frenzy heaped injustices upon us and the families we loved was it 'wild' for us. When the very animals of the forest began fleeing from his approach, then it was for us that the 'Wild West' began.

Adapted from: Chief Standing Bear, Lord of the Spotted Eagle, (Boston: Houghton Miffin Co., 1933). Permission pending.

An anonymous Native American has stated:

> "They made us many promises, more than I can remember, but they never kept but one: they promised to take our land and they took it.."

Worksheet 1C

INTEREST IN THE FAR EAST

One motivation for United States westward expansion was its desire to increase trade with the Far East. This motivation is reflected in the news items below.

THE AMERICAN MOSAIC
FAR EAST TRADE IMPORTANT MOTIVE IN U.S. ATTEMPT TO EXPAND TO PACIFIC OCEAN

1832 Captain Edmund Roberts sent on mission to open trade with Far East nations of Cochin China (Indochina), Siam (Thailand) and Japan. Ports on Pacific Ocean crucial to such trade.

1840 With Opium War over United States interest has increased in obtaining tea and silk from China. Cotton growers see China as possible market.

1842 Captain Lawrence Kearny, commanding American squadron in Chinese waters, requests United States be given same privileges to trade with China as other European powers.

1843 Congress votes to send group to China to set up trade agreement.

1844 United States wins trade rights in China as a result of treaty of Wang-Hsia.

1845 Chinese demand for Sea Otter pelts encourages United States in its desire for Oregon.

Thos A. Bailey, A Diplomatic History of the American People, 10th Ed. (Englewood Cliffs, N.J.: Prentice-Hall Co., 1980) pp. 299-305. Permission pending.

UNIT SIX: DIVISION AND REUNION

Learning Activity #2

Theme: Culture/Diversity, Movements of People

Focus Question: What are the cultural characteristics and values of the Native Americans of the Great Plains?

Background:

Those American Indian groups who lived on the Great Plains developed a unique lifestyle characterized by their close relationship with the environment and their dependence on buffalo for food and shelter. Native American groups living on the plains, such as the Sioux, Shoshone, and Cheyenne, often migrated to different places in order to follow the migration of the buffalo.

Among the groups living on the plains, the Oglala Sioux lived as a very close family. Etiquette and manners were considered very important. Respect for adults, especially the elderly, was taught to all family members.

Main Idea:

. The native people of the plains developed an identity in consonance with environmental conditions.

Concepts:

. Culture
. Environment
. Identity

Performance Objectives: Students will be able to:

. Identify the unique characteristics and values of some of the American Indian groups living on the plains.

. Compare and contrast values of Oglala Sioux with those of other Americans.

Development:

. Distribute Worksheet 2A, "Sioux Life on the Plains." Divide the class into groups of three. Give one copy of each of the three drawings to each member of the group.

. Have students study the drawings and write a paragraph describing what these drawings tell them about the life among the Sioux. Collect the pictures. Have members of the group interview each other regarding the information they learned from the pictures. Then have students explain their answers to the following questions:

  - What did you learn from these pictures about life among the Sioux?

  - How would you compare their lives to yours today?

- What do you think it might have been like to live like the Sioux?

- How do these pictures explain why the land was so important to the Sioux?

- Roleplay a conversation between a time traveler from today and a member of the Sioux nation in the 1850s.

- How would you imagine the Sioux reacted to westward expansion by people from the East?

. Distribute Worksheet 2B, "Oglala Family Life and Beliefs." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What do we learn about the Oglala from this worksheet?

- What were their attitudes about land ownership and treatment of the land? What do we learn about their values from these attitudes?

- How would you feel about living in a family with practices and beliefs similar to those of the Oglala? Explain.

- Do you think most people your age give the proper respect to adults?

- Why are older people given respect among the Oglala? Do you agree that older people should be respected? Explain.

- Would we be better off today if we followed the practices and beliefs of the Oglala? Explain.

. Distribute Worksheet 2C, "Buffalo Hunt." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What does this worksheet tell us about Oglala life?

- What do you think it might have been like to go on a buffalo hunt?

- How would you have felt about being appointed to hunt buffalo for the elderly and needy?

- What does the adviser mean when he tells the scouts that the nation depends on them?

- Why was hunting buffalo so important to the Sioux and other native peoples on the plains?

- What is the relationship between the Oglala Sioux's attitudes about land ownership and their need to follow the movement of the buffalo?

- What might be the advantages and disadvantages of moving your home as often as the Oglala Sioux did?

Follow-up Activities:

- Have students roleplay a Native American telling a United States government official about the importance of the environment and how we should handle the environment.

- Ask students to imagine that they spent a summer vacation with the Oglala Sioux. Based on what they have read, have them write a diary entry discussing the Sioux way of life.

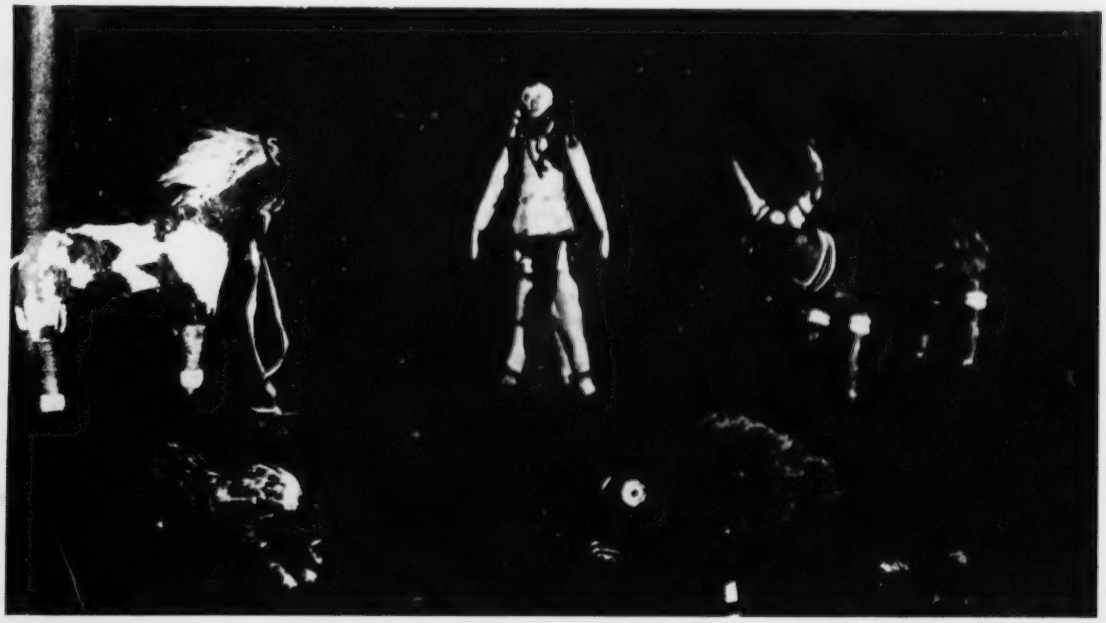
Worksheet 2A

SIOUX LIFE ON THE PLAINS

The pictures below describe some features of a group of American Indians called the Sioux. Write a caption for each picture in the space provided.

American Museum of Natural History.
Permission pending.

Sioux Moving Their Tents, by George Catlin, around 1830.
American Museum of Natural History.
Permission pending.



Smithsonian Institution.
Permission pending.

Worksheet 2B

OGLALA FAMILY LIFE AND BELIEFS

A. The serving of the family meal is quiet and orderly. Before serving, the mother puts a portion of the food in the fire as a blessing. Portions of the food are given to us as the mother sees fit. No one comments on the food or asks favors. Father sits in his seat at the side of the teepee, also respectfully accepting the food without comment.

Whenever father thinks he will see his mother-in-law outside the teepee, he covers his face with a blanket as a sign of respect for her. If by chance they meet, she too covers her face as a sign of respect for him.

The first good thing a husband does after breakfast is to arrange his wife's hair. Next, he applies red paint to her face. If the wife is to be in the sun all day, he covers her face with a protective coat of paint, mixed with green.

Adapted from Chief Standing Bear, Lord of the Spotted Eagle (Boston: Houghton, Mifflin Co., 1933).

B. Respecting adults, especially the aged, is very important. I am not allowed to even speak, unless asked to do so. To show respect to those deserving, we refer to someone using a title of courtesy instead of his or her personal name. We are taught generosity to the poor. Religion is the basis of all training.

Adapted from Ohiyesa, Indian Boyhood (Boston: Little Brown and Co., 1902)

C. All our teachings and beliefs were that land was not made to be owned in separate pieces by persons and that the plowing up and destruction of plants placed by the Great Medicine and the planting of other growing things according to the ideas of men was an interference with the plans of the Above.

God commanded that the lands and the fisheries should be common to all who lived upon them. God said that they were never to be marked off or divided, but that the people should enjoy the fruits that God planted in the land, and the animals that lived upon it and the fishes in the water. God said he was the father and the earth was the mother of mankind. He said that nature was the law.

Thomas B. Marquis, Wooden Log (Lincoln, Nebraska: University of Nebraska Press, 1957), p. 155. Permission pending.

Exercise:

In column I below are descriptions of Oglala family life and beliefs from the worksheet you just read. In column II use one of the numbers on the scale below to indicate to what degree Oglala family life and beliefs are similar to or different from those of the people in your community.

-2	-1	0	+1	+2
Very Different	Different	Not Sure	Similar	Very Similar

I	II
1. The serving of the family meal is quiet and orderly.	
2. Father and his mother-in-law respect each other very much.	
3. Father arranges mother's hair and paints her face.	
4. I am not allowed to speak (to an adult) unless asked to do so.	
5. The land was not made to be owned in separate pieces.	

Worksheet 2C

BUFFALO HUNT

Below, Black Elk, an Oglala Sioux, describes a buffalo hunt.

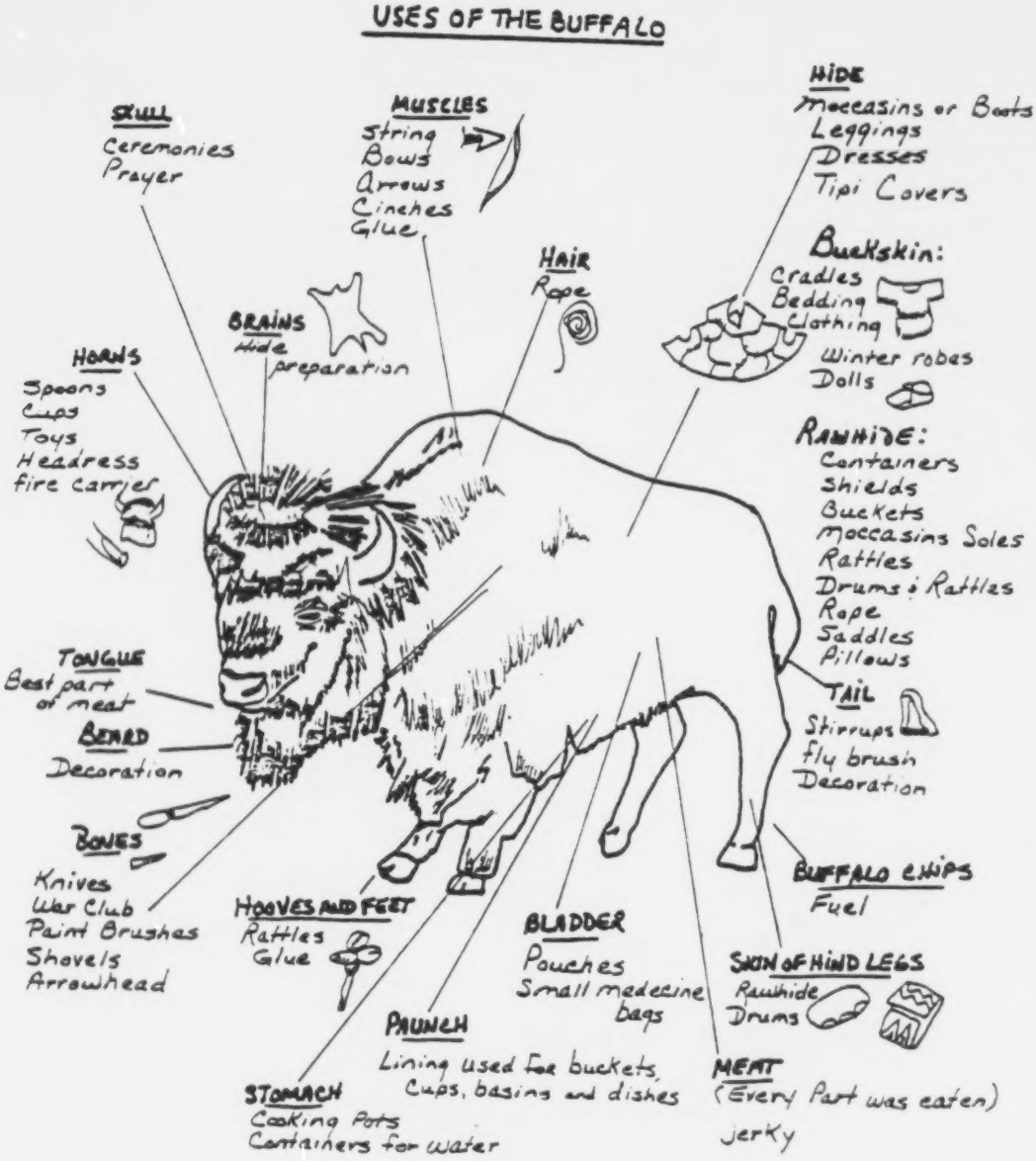
> "Now take it down, down!" the crier shouts, and all the people begin taking down their teepees and packing them on pony drags. The crier continues, "Many bison, I have heard; many bison..."
>
> Some time later, the advisers find a place to camp where there is wood and water. The teepees are set up again. At this time, the scouts return, riding to the council teepee. They sit down before the door of the teepee and one of the advisers fills the sacred pipe with "chacun sha sha," the bark of the red willow, and sets it on a bison chip (the bison is sacred because it gives both food and shelter). The adviser lights the pipe, offers it to the four quarters, to the Spirit above, and to Mother Earth, and passing it to the scouts he says, "The nation depends on you." The scouts smoke, meaning that they will tell the truth.
>
> The scout says, "On the other side of the hill, there is nothing but bison all over the country." The adviser says, "Hetchetu aloh." ("It is so indeed.")
>
> The crier shouts, "Sharpen your knives and arrows, get your horses ready!" The soldiers go first, riding 20 abreast, no one may pass them. Then come the hunters five abreast. Then the other people. The head adviser is now picking the best hunters and says to them, "Good young warriors, you shall help the old and feeble, those who have no children. Whatever you shall kill will be theirs." This is a great honor for young men.
>
> Then when we had come near to where the bison were, the hunters circled around them, and the cry went up, as in battle, "Hoka hey!" which meant to charge. Then there was a great dust and everybody shouted and all the hunters went in to kill. They were all nearly naked, with their quivers full of arrows hanging on their left sides, and they would ride right up to a bison and shoot him behind the left shoulder. Some of the arrows would go in up to the feathers and sometimes those that struck no bones went right straight through. Everybody was very happy.

Adapted from: John G. Neihardt, Black Elk Speaks (New York: Simon and Schuster, 1972), pp. 53-57. Permission pending.

Worksheet 2C, BUFFALO HUNT (continued)

Exercise:

After studying the uses of the buffalo by Native Americans on the plains, make a list on the next page, placing as many different uses of the buffalo into the four categories appearing.



The Herb of Understanding (Daybreak Star Press, February 1985). Permission pending.

Worksheet 2C, BUFFALO HUNT (continued)

FOOD	CLOTHING	SHELTER	PROTECTION FROM ENEMIES

UNIT SIX: DIVISION AND REUNION

Learning Activity #3

Themes: Culture/Diversity, Movements of People

Focus Question: Who were the people who migrated west?

Background:

The movement of people from the eastern part of the United States to the western part of the continent required the efforts of people with various skills. Frontiersmen like Jim Beckwourth, who began as a fur trapper, led groups of people from the gateway city of St. Louis westward across the continent -- some in search of gold, others of adventure, and still others looking for a better way of life. German Jews traveled across the United States to escape oppression and seek a more prosperous future.

The trip west and the establishment of homesteads proved arduous undertakings. Many people died making the trip west or in the process of establishing their homes. Others found the romantic stories attached to cowboys and other aspects of Western life in sharp contrast with the reality of existing conditions.

Those settling in the west included American Indian cowboys from Mexico called vaqueros. It is safe to say that cowboys from the United States learned much of their skills from the vaquero. The Mexican vaquero differed from the United States cowboy in one major respect: The vaquero's labor was forced (by their Spanish conquerors).

While often ignored, African-Americans played a significant role in the expansion of the United States from the Atlantic to the Pacific Oceans. William Loren Katz in The Black West said, "More that others who rode in from afar, Black families, particularly their women, sought respect and peace, law and order. They needed a range where one was judged by skill, not skin color. Like other pioneers, people of color dreamed of striking it rich or getting a homestead; more than others they pined for a prairie home where one could educate children, protect women and nail down elusive dreams."

African-Americans participated in every phase of the western experience, from pioneering to cattle herding. In fact, one-third of cowboys on the the Old Chisholm Trail were Black. Names like Jim Beckwourth and Nat Love, as well as many others whose names are unknown, played a significant role in a legacy that until recently has been claimed by white Americans.

Major Ideas:

. African-Americans played a significant role in the United States western experience.

. The expanding market economy created economic opportunities, and people often moved to take advantage of them.

. People who participated in the westward expansion encountered numerous obstacles and hardships occasioned by the harsh ENVIRONMENT and other conditions.

Concepts:

. Culture
. Diversity
. Environment
. Justice

Performance Objectives: Students will be able to:

. Describe and evaluate the contributions of African-Americans to the westward expansion of the United States.

. Describe the role of pioneers in the westward expansion.

. Discuss some of the hardships faced by families who moved westward.

. Describe the work of cowboys on the cattle drive.

. Analyze the lifestyle of the vaquero.

Development:

. Distribute Worksheet 3A, "Jim Beckwourth." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

  - What do we learn about Jim Beckwourth from this worksheet?

  - What qualities did Jim Beckwourth have which enabled him to succeed at what he did?

  - What would it have been like to accompany Beckwourth on his discovery of the pass through the Sierra Nevada?

  - Have people in the United States lost the pioneering spirit today?

  - Would the United States be better off today if there were more people like Jim Beckwourth?

. Distribute Worksheet 3B, "Journey to California - 1855." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

  - What do you think it would have been like to make the trip to California with Lydia Waters' family?

  - What would have been the most difficult obstacle for you to overcome on this trip west?

  - What would be the most important quality a person would need to survive the trip west?

  - Do you have the qualities that were necessary to survive the trip west?

. Distribute Worksheet 3C, "Settling in Oregon." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- Roleplay a telephone conversation between a member of the Moore family, and a family back east describing what settling in Oregon was like.

- What aspects of settling in Oregon would you have liked most?

- What aspects of settling in Oregon would you have liked least?

- Should Americans look back with pride at the accomplishments of these settlers?

. Distribute Worksheet 3D, "Vaquero." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- Based on this reading, how would you describe the vaquero?

- How would you compare the vaquero to the cowboy of the movies?

- What do you think would be the most exciting part of vaquero life?

- What do you think would have been the most difficult part of the vaquero's life?

- How do you think the vaquero influenced life in the West?

- Do you think that the vaquero deserves a place in a book of American heroes?

. Distribute Worksheet 3E, "Vaquero Poem"

- What is this poem about?

- What did you suggest as a title for the poem?

- What does this poem tell us about the life of a vaquero? Would you be interested in having a similar job today?

- Based on what you have just read, what qualities would a successful vaquero need to succeed on the job?

- How does this poem describe the relationship between the vaqueros and cowboys from the United States?

- Why would someone write a poem about the vaquero?

- Would the life of a vaquero be a good topic for a book or a movie today?

. Distribute Workwheet 3F, "Jewish Settlement in the Midwest." Have students complete the worksheet, then have them explain their answers to the following questions:

- What does this account tell us about the German Jewish immigrant experience of the 1840s?

- How was Frank able to get started in America?

- Why do you think selling merchandise was a job opportunity for new immigrants?

- To what extent did family always play an important part in Frank's life? Explain.

- What is your reaction to this account?

- Is his success typical of other Americans?

- What qualities contributed most to Frank's success? Why? Are these qualities still important today?

. Distribute Worksheet 3G, "The Cowboy." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What impressions of the cowboy's life do you have from watching television and the movies?

- How do these impressions compare to the actual lives of cowboys described in the worksheets?

- What do you think it might have been like to work as one of the cowboys described on this worksheet? Which of the hardships described here would you have found most difficult to cope with? Would you have liked such work?

- How can you explain the romantic pictures of cowboys held by many people in this country?

- Do you think the cowboy deserves the hero worship which people in the United States have extended toward him?

. Distribute Worksheet 3H, "On the Chisholm Trail." Have students complete the exercise on the worksheet. Then have them explain their answers to the following questions:

- What do we learn about the life of a Black cowboy on the Chisholm Trail from this interview?

- How does this reading explain why so many Blacks accepted work on the Chisholm Trail?

- What do you think it might have been like to work as a cowboy?

- How does the picture of the cowboy presented here compare with the picture of the cowboy in the movies and television?

- Do you think the people who worked the Chisholm Trail are worthy of the same hero worship that people have given the American cowboy? Explain.

- Which questions would you have asked this Black cowboy if you were interviewing him?

. Distribute Worksheet 3I, "African-Americans and the West." Divide students into groups of four. Give each student in the group the responsibility for reading one of the four sources on the worksheet. Within each group of four students should pair off. In each pair students should interview each other about the source which they read. The entire group of four should come together and share what they learned from their interviews. Ask students to write a paragraph describing the life and attitudes of African-Americans in the event, incorporating all four sources. Then have students explain their answers to the following questions:

- What do we learn from this worksheet?

- According to this worksheet, what roles did Blacks play in the United States westward movement?

- Why do you think so many people in Cascade, Montana admired Mary Field?

- How can you explain the fact that Nat Love was one of the most famous cowboys to ride the Chisholm Trail?

- How convincing were B.R. Bruce's arguments supporting greater rights for Native Americans?

- Which of the people described in this worksheet would you have liked to spend more time with?

- Do we still have Americans like the people described in this worksheet?

. Distribute Worksheet 3J, "African-Americans and Native Americans." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- How do these readings explain the attitude of Native Americans toward Black slavery?

- What is your reaction toward what you read here?

- If you were Chief Emanhcetochustern, would you have taken a similar action? Explain.

- Roleplay a discussion between a slave who has just read this worksheet and members of the Delaware and Seminole nations.

. Distribute Worksheet 3K, "My Antonia." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What is this excerpt from My Antonia about?

- What does this excerpt tell us about the lives of immigrants who arrived in the United States in the middle of the 19th century?

- What are the similarities and differences between the immigrant experience today and the experience of immigrants in the mid-19th century?

- How do you imagine the Shimerdas felt when they first arrived in Black Hawk, Nebraska?

- Why do you think it was so important to Antonia's father that Jim teach her English?

- Do you think that you would enjoy reading the rest of this book? Why do you think this book has become a classic?

- Considering that many other immigrant families were arriving in this country daily, what steps do you think the government should have taken to help ease the adjustment of the immigrants to the new homeland?

Follow-up Activities:

. Use the map in Worksheet 3B to trace the journeys of Jim Beckwourth and Lydia Millner. Then draw your own map of their journey. On the side of the map list the present states through which they traveled.

. From the description contained in Worksheet 3D draw a picture of the Mexican cowboy, the vaquero. List all the English words that you can find in the passage which were introduced into our language by the Spanish and Mexicans who settled in what is now the United States decades before the English came to Jamestown.

. Ask students to imagine that they have just finished reading about the accomplishments of Jim Beckwourth. Have them write a letter to him describing their feelings about his accomplishments.

. Draw a cartoon expressing Native Americans' views of westward expansion.

. Design a poster that will attract people from the Atlantic Coast states to move west.

Worksheet 3A

JIM BECKWOURTH

Among those who led people from the eastern United States to the West was Jim Beckwourth, who headed west when he was nineteen. He was adopted by the Crow Nation and was given a leadership position.

1. The following chart summarizes some of the highlights of Beckwourth's life:

1798	Year of Birth
1812-1817	Apprentice to blacksmith, St Louis, Missouri
1819-1824	Fur trapper, Colonel William H. Ashley's Fur Co.; skilled with gun, knife, and tomahawk
1824	After being adopted by a Crow woman, became a Crow leader; led battles against Blackfeet group
1840	Army scout during Third War with Seminoles in Florida
1850	Discovered pass through Sierra Nevada Mountains, north of Reno, Nevada; helped settlers from the east move to California

2. In 1819 Beckwourth answered this advertisement:

T O E N T E R P R I S I N G Y O U N G M E N

I wish to hire 100 young men to go up the Missouri River to its source, there to be employed one, two, or three years. For particulars, inquire of Major Henry, near the lead mines in the county of Washington, Missouri, who will command the party, or apply to me, near St. Louis.

William H. Ashley

3. While on this trip [for gold] in the Sierra Nevada, I spotted a place far away to the south that seemed lower than any other. I made no mention of it to my companion. I thought that at some future time I would look into it further.

   I stayed a short time in the American Valley. Then I again started out with a prospecting party of twelve men. We went in an easterly direction. All busied themselves in searching for gold. But my errand was of a different kind. I had come to discover what I suspected to be a pass.

   It was near the end of April when we entered a large valley. It was at the northwest end of the Sierra range. There were no traces of humans. Our steps were probably the first to mark the spot. We struck across this beautiful valley to the waters of the Yuba. From there we went to the waters of the Truckee. These flowed in an easterly direction, telling us we were on the eastern slope of the mountain range. This slope, I at once saw, would furnish the best wagon road into the American Valley.

   On my return to the American Valley, I made known my discovery to a Mr. Turner. He agreed enthusiastically with my views. If I could turn travel into that road, he thought my fortune would be made for life. He drew up a subscription list [to build the road]. He headed the subscription with two hundred dollars.

   Continuing my exploration, I became very ill. I believed I would die being over 100 miles away from a doctor. My only shelter was a brush tent, in which I struggled to make out my will. However, as I lay near death, a wagon train found me. I told them I had come to find a pass through the Sierra Nevadas. The wagon train master said he would attempt the new road, if I could find the strength to lead them. Some members of the wagon train helped nurse me back to health. I was soon able to mount my horse and lead the first train, consisting of 17 wagons, through the pass.

Adapted from: T.D. Bonner, The Life and Adventures of James P. Beckwourth (New York: Harper and Brothers, 1856), pp. 515-516.

Worksheet 3A, JIM BECKWOURTH (continued)

Exercise:

Today a person looking for a job often prepares a resume, which gives an employer some important information about the applicant's background and special talents and skills. On the form below, prepare a resume for Jim Beckwourth by completing the form below.

NAME: _____

YEAR OF BIRTH: _____

WORK EXPERIENCE: _____

_____

_____

_____

_____

_____

_____

_____

SPECIAL TALENTS/ABILITIES:

_____

_____

_____

_____

_____

_____

SPECIAL ACHIEVEMENTS:

_____

_____

_____

_____

Worksheet 3B

JOURNEY TO CALIFORNIA - 1855

As a result of the efforts of people like Jim Beckwourth, Lydia Milner Waters journeyed by wagon train from Iowa to northern California in 1855. Crossing the country with her were her husband, George, and their five-year-old son, Cochran.

> On July 5th we entered the South Pass [Wyoming] in the Rocky Mountains -- 7,400 feet above the sea. The wind was blowing hard and the grit cut into our hands and faces. As soon as we got through the Pass, we came to a flat spot on one side of the road, about 40 acres as green as an emerald. It was a huge swamp. We went four miles and stopped for the night, using water that came from the swamp. This was the first water running west....
>
> On August 5th we reached Thousand Spring Valley, and laid over half a day. The grass was two feet high and as thick as it could grow, and everywhere were natural wells of unknown depth. Some of them were round, some were long, but the grass being so thick would lay over the water entirely covering it. One of our large horses went to one to drink, and fell in head over heels. By the time the men reached him with ropes, he was swimming and managed to climb out the other end....
>
> At the Big Meadows on the Humboldt, we laid over one day to cut grass and get water from the stock in the desert.... We had 28 miles of desert before us, so traveled until midnight. The moon was full and from a long way off we could see the steam of the Boiling Springs [Nevada] rising from the ground.... The water glittered in the moonlight like diamonds, but it was poisonous. For some acres, the surface sounded hollow. Two miles beyond the springs the water sank into the sand, and smelled worse than decaying flesh.
>
> Finally we came out onto a sandy plain. At every step our feet sank into the sand to our ankles. I could hardly get the cattle along. They would turn every way but the right one, and I was continually running through the deep sand after them. But when they smelled the water it was hard work to keep up with them. There was a long valley to go down and we could see the tops of the cottonwood trees on the banks of the river. If I ever saw Heaven, I saw it then....
>
> Two hours afterward, George arrived with the horse wagon, uneasy because I had been out of sight so long. Now he and the horse did their share of the drinking too. The cattle were still at it. No wonder, they had been traveling over 30 hours without water.

From Lydia Milner Waters, "An Account of a Trip Across the Plains," Quarterly of the Society of California Pioneers, Vol. VI, No. 2, June 1929.

Worksheet 3B, JOURNEY TO CALIFORNIA - 1855 (continued)

Exercise:

After reading this story, put together a script for a press conference in which reporters ask three questions of Lydia Waters about her trip. Include the answers which you think she would have given.

Reporter #1: _____

_____

_____

Lydia: _____

_____

_____

Reporter #2: _____

_____

_____

Lydia: _____

_____

_____

Reporter #3: _____

_____

_____

Lydia: _____

_____

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Worksheet 3C

SETTLING IN OREGON

People who moved to places like Oregon found the conditions described below in this pioneer's diary. After reading the diary, complete the final account (December 19, 1853) in your own words.

May 17, 1853
We are on our own corner of Oregon now. Jonah paid $80 three weeks ago. We owe a lot -- $240.

Jonah and the boys are putting up bushes and small trees to clear the land. They've begun to chop the trees down. This will take a long time.

June 1, 1853
Our clearing keeps getting bigger, Jonah already has planted some corn and potatoes. Hopefully the soil will be good.

June 18, 1853
The Moores, the Grants, and Caldwells come for what they call a frolic, where everyone joins in building our log cabin. Everyone works, I did some chopping myself. The children drag off the branches.... Two days from now it will be finished, except we'll still have a dirt floor and no windows.

July 3, 1853
Right now we're putting in windows. We take our strongest sheets of paper and oil them through and through (to make sure the light can get through but the rain can't). We then glue them to the window frames. We'd love to have glass windows, but they're too expensive.

July 29, 1853
A rattlesnake bit Jimmy, our 9-year-old, today. Jonah was lucky to find the snake. He cut the head off and divided the snake into pieces, which were used to draw out the poison. We then boiled chestnut leaves and kept pouring the chestnut water over the wounds. Jimmy is much better now.

September 8, 1853
People from the East have bought a piece of land, less than a mile away. Maybe they will have children about the age of ours. Jonah could use a little help now and then, and I'd like someone to talk to.

October 27, 1853
We're harvesting our first crop of potatoes, corn, and apples now.

In my spare time, I've been making soap, pouring water through the ashes until the liquid would float an egg. Then I pour the stuff into a kettle with fat which I boiled most of the afternoon.

Exercise:

December 19, 1853
Jonah is out hunting. He's been out in the foot deep snow for some time. He's caught two deer, some ducks and raccoons. At night I hear the wind howl and think about what's happened and wonder _____

_____

_____

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_____

_____

_____

Adapted from: George P. Merrill and Charles L. Cutter, America Moves West (Columbus, Ohio: Xerox Educational Publications, 1973), pp. 19-20. Permission pending.

Worksheet 3D

VAQUERO

Read the following article below and write in a headline in the appropriate space.

THE AMERICAN MOSAIC
1840

Headline:

The long flat plains of this land (New Mexico), are populated with herds of wild cattle, and are the home of the vaquero. The vaquero, American Indians from Mexico, were brought here by the Spanish to work the ranches of the Spanish missions in the 1700s. They rope and herd cattle, while the animals are still wild.

Speaking to some vaqueros indicated that originally they didn't take their jobs by choice. When Mexico was conquered by Spain, these native people were brought here by force. Many of these men have been branded on the cheek with the letter "G" -- for guerra (the Spanish word for war).

These men take great pride in their work and wear the most beautiful outfits. Around their heads, they wrap bright kerchiefs. They wear wide brimmed hats to protect themselves against the sun and rain. Their knee-length pants are buttoned on the sides and folded into buckskin shoes. Each man has a long knife. He covers his legs with "armas," great slabs of rawhide to protect him from the thorns and heavy brush.

Vaqueros carry no guns. Their main tool is a lariat, a strong rope with which they can bring down to the ground a wild bull or a man. In order to take the cowhides, they hold a matanza, in which they rope the cattle with their lariats and kill them with lances.

A favorite spot of the vaquero is the corrida de toros. Inside a fenced area, they let loose a live bull. On horseback, the vaquero waves a cape at him. The bull charges. On foot, the vaquero chases the bull in hopes of grabbing the bull's tail and dumping it on the ground.

One wonders what this part of this country would be like without the vaquero.

Worksheet 3E

VAQUERO POEM

The life of the Vaquero is portrayed in the poem below. After reading the poem, suggest a title and place on the appropriate line below.

_____ Title

Cuando salimos pa' Kiansis
con una grande partida,
!ah, que camino tan largo!
no contaba con mi vida.

Nos decia el caporal,
como queriendo llorar,
-Alla va la novillada,
no me la dejen pasar.

Ibamos por el camino y
pesco un aguacero.
Pa' poderlos detener
les formamos un tiroteo.

En la corrida de Kiansis
(ni me quisiera acordar),
caporales y vaqueros
no mas nos falto llorar.

Llegamos al Rio Salado
y nos tiramos a nado.
decia un americano
-Esos hombres ya se hogaron.

Pues que pensaria ese gringo
que venimos a esprimintar
si somos del Rio Grande,
de los buenos pa'nadar.

Eran quinientos novillow
y toditos muy livianos;
no pudieron deternerlos
ni entre treinta americanos.

Los novillow eran bravos,
no los podian separar;
gritaba el americano:
-Que se baje el caporal.

El caporal tuvo miedo
y un vaquero se arrojo
a que lomatara un toro.
No mas a eso se bajo.

Llegaron diez mejicanos
y al punto los embarcaron
y los treinta americanos
se quedaron azorados.

When we left for Kansas
with a very large herd
The road was so long
I couldn't even count on my life.

The foreman told us,
almost wanting to cry,
There goes the herd of young steers,
for my sake, don't let them pass.

We were on the road
caught by a strong rainstorm
We had a shooting spree
in order to contain them.

On the cattle drive to Kansas
I don't even want to remember
foremen and cowboys alike
we almost started to cry.

We got to the Salado River
and started to swim,
one American said
Those men have already drowned.

What did that yankee think
that we were yearlings,
why we are from the Rio Grande
and know how to swim.

There were five hundred steers
and they were all very wild;
they couldn't be controlled
even by thirty Americans.

The steers were wild
they couldn't separate them;
one American yelled:
"Let the foreman get down."

The foreman was scared
so a cowboy volunteered
Only to be killed by a bull
Just for that he got down.

Ten Mexicans arrived
and immediately controled the steers
and the thirty Americans
were left astounded.

Worksheet 3E, VAQUERO POEM (continued)

La mujer de Alberto Flores
le pregunta al caporal:
- Donde se ha quedado hijo,
que no lo he visto llegar?

Senora, si ledijera
se pusiera uste a llorar;
a su hijo lo mato un toro
en law puertas de un corral."

Treinta pesos alcanzo
pero todo limitado,
y trescientos puse yo
pa' haberlo sepultado.

Todos los aventureros
lo fueron a acompanar,
con sus sombreros enlas manos,
a verlo sepultar.

Ya con esta me despido
con 'l amor de mi querida.
Aqui se acaban cantando
los versos de la corrida.

The wife of Alberto Flores
comes up to ask the foreman:
"Where has my son stayed
for I have not seen him arrive?

Ma'm if I told you
you would start to weep;
your son was killed by a bull
on the doors of the corral.

Thirty pesos was his wages
but it was all owed
and I put in three hundred
to have buried.

All the drovers
went to accompany him
with hats in hand
they saw him buried.

And now I say farewell
with thoughts of my beloved.
We come also to the end
of this cattle driving song.

Literatura Chicana: El Corrido de Kiensis, texto y contexto (bilingual), Eds. Shular, Ybarra-frausto, Somnors (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1972). Permission pending.

Worksheet 3F

JEWISH SETTLEMENT IN THE MIDWEST

Many German Jews who came to America during the 1840s settled in the Midwest in the Ohio and Mississippi valleys. Because few had been farmers in Europe, they most often settled in cities. Many who had little capital became traveling salespeople and brought both wares and news to rural Americans. Read this account of William Frank's experience as a new immigrant, and complete the exercise that follows.

> ...The ship, The Great Eagle, a large sailing vessel sailed at [the] end of thirty days. I was on the ship only one hour when I became violently seasick, which lasted three days, during which I wished many times that I had remained in Havre. I was quite well during the remainder of the journey, which was forty-nine days, landing in New York on May 1st, 1840.
>
> Here again I had a cousin living by the name of Frank. I hunted him up and remained with him overnight. He loaned my $3 with which to reach Philadephia, where my stepbrother, Phillip Frank, lived. He was a shoemaker and had several journeymen working for him. He had a nice business but was a poor manager, and his wife could spend more than three men could earn. He had made his start by selling merchandise and had about four dollars' worth of odds and ends in a handkerchief, which he gave me to sell. I remained in Philadephia seven weeks and purchased additional goods each day. [I] paid my lodging, $3 per week, to my sister-in-law....
>
> During these weeks I made the acquaintance [of] and purchased goods from Blum & Simpson who gave me credit for goods to the extent of $100, to go selling out of the city. I sold goods in Lancaster County [Pennsylvania] one year and sent my parents $700, for them and my sister Babet and brother Moses to come to America with. They came, but my sainted mother lived only six months after arrival.
>
> Before the family came, I had gone in partnership with David Strasburger in Kilgore, Carroll County, O., where we kept store and "batchelor hall" for a time, when Strasburger married, and we moved to Franklin, Harrison County [Ohio].

Adapted from: Abraham Karp, Beyond the Golden Door to America (New York: Viking Press, 1976), pp. 50-51.

Worksheet 3F, JEWISH SETTLEMENT IN THE MIDWEST (continued)

Exercise: Fill in the appropriate causes or effects for each of the situations. Refer to William Frank's account before you make your choice.

CAUSE	EFFECT
Willam's cousin loaned him $3 to go to Philadelphia.	
Phillip Frank gave his stepbrother several dollars worth of odds and ends.	
	William's parents, brother and sister were able to come to America.
	William Frank settled in a midwestern town.

Worksheet 3G

THE COWBOY

After Texas soldiers came home from the Civil War, they found roaming loose five million cattle, called longhorns. It was the cowboy's job to drive the cattle north to the railroad loading towns, where the cattle could be shipped to places that needed beef. In the reading below a cowboy describes his job. Complete the exercise on the following page related to the reading.

> It sure is a pretty sight to see those 2,000 head of cattle strung out for almost a mile, on the open plains, the sun flashing on their horns. At noon you'll see the men drive them off the trail, as half the crew goes to dinner while the other half grazes the cattle onto water. No orders are given, every man knows his place and what to do. Eleven men make up the average crew. Some cowboys come off the herd with the dust half an inch deep on their hats and thick as fur in their eyebrows and mustaches. They cough and spit and bring up that black stuff out of their throats, but you can't get it up out of your lungs. We have some terrible storms at times. I remember one that killed fourteen head of cattle and six or seven horses and two men. Lots of cowpunchers have been killed by lightning.
>
> The worst hardship on the trail is a loss of sleep, of which there could never be enough. Our days don't end until about 9 o'clock and after that everyone has to stand two hours' night guard. Often you don't take your boots off an entire week. A few times, I've rubbed tobacco juice in my eyes to keep awake. It's like rubbing them with fire.
>
> There's no love lost between settlers and cowboys on the trail. Those farmers take up a claim right where the herds water and charge us for water. They plant a crop alongside the trail and plow around it for a fence. Then when the cattle get into their wheat they come out screaming and waving a shotgun and yelling for damages.

Adapted from: We Pointed Them North: Recollections of a Cowpuncher, by E. C. Abbott and Helene Huntington Smith (University of Oklahoma Press, 1955). Permission pending.

Worksheet 3G, THE COWBOY (continued)

After hearing of experiences of real cowboys, list five words, thoughts, expressions you associate with the term cowboy.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Worksheet 3H

ON THE CHISHOLM TRAIL

The Chisholm Trail was a famous route that Texas cattle ranchers used in driving their herds northward to railroads in Kansas City. Named after Jesse Chisholm, a half-Cherokee, who first established the route, the Chisholm Trail extended to Mexico. Approximately one-third of the cowboys on the Chisholm Trail were Black. An interview with a Black cowboy appears below. In the last lines marked "Interviewer" suggest two questions you would have liked to ask the Black cowboy.

Interviewer: How extensive was the role played by you and other Black people on the Chisholm Trail?

Cowboy: There were about 5,000 Black men who helped drive cattle up the Old Chisholm Trail after the Civil War.

Interviewer: How many of you were in a typical crew?

Cowboy: The typical trail crew consisted of eight, usually including two Black cowboys.

Interviewer: How did most Blacks come to work on the Chisholm Trail?

Cowboy: Some had come west as slaves and were roping and branding cattle before they became free men. Others had come west after being freed by their masters.

Interviewer: Why the Chisholm Trail?

Cowboy: We were seeking a new and free life where skill would count more than skin color. Most were ordinary men using ordinary skills to earn a living.

Interviewer: Describe living conditions for Blacks on the Chisholm Trail.

Cowboy: Life was hard, lonely and boring. We had to tend huge cattle herds and lead them to market. Very rarely did we have a chance to go into town and spend any money.

Interviewer: And yet despite the hard life, you stayed.

Cowboy: Yes, we found more equality out on the Trail than in town, or on the ranch or in the communities that were springing up.

Interviewer: Were Blacks assigned to do any special chores?

Cowboy: Very often we were assigned to do the hardest work around an outfit - bronco busting. While very few of us rose to the position of foreman or trail boss, Black and white cowboys recieved the same wages.

(continued)

Worksheet 3H, ON THE CHISHOLM TRAIL (continued)

Interviewer: Was there any separation among the races on the trail?

Cowboy: Nope, Blacks and whites slept in the same shacks. However, in some of the Texas bars Blacks were served on one end of the bar, while whites were served on the other.

Interviewer: _____

_____

_____

_____

_____

_____

Worksheet 3I

AFRICAN-AMERICANS AND THE WEST

Mary Fields, a six-foot-tall Black cowgirl who became a legend to the people of Cascade, Montana, describes her life:

> I was born in a slave cabin while Andrew Jackson was president. My first job out west was hauling freight for nuns. One night a pack of wolves attacked my wagon -- I spent the whole night surounded by wolves who I kept away from me with my revolver and rifle. I lost my job working for the nuns at the mission when I got in a shoot-out with some guy who had an argument with me. Then I got a job while in my sixties delivering mail. Regardless of the weather, I always made my mail deliveries. One day in the saloon I knocked down a guy who refused to pay a debt he owed me.

Adapted from: Phillip T. Drotning, Black Heroes in Our Nation's History (New York: Cowles Publishing, 1969). Permission pending.

Nat Love, better known as Deadwood Dick, was one of the most famous Black cowboys. Below he describes how on July 4, 1876 he earned his nickname.

> In Deadwood City, this day our trail boss held a contest. He picked out 12 of the most wild and vicious horses that he could find. We had to rope, throw, bridle, saddle and mount the particular horse picked for us in the shortest time possible. The men who could do this in the shortest time would be the winner.
>
> The "45" was fired and I accomplished this task in 9 minutes. The next fastest time was 12 minutes and 30 seconds. This record held up 'til I quit the business. Right there the crowd named me Deadwood Dick and proclaimed me champion roper of the western cattle country.

Adapted from The Life and Adventures of Nat Love, by Himself (Los Angeles, 1907) p. 73, 93-97.

African-American United States Senator B.K. Bruce made the following comments about Native American rights on April 7, 1880.

> Our policy toward the Native Americans is a selfish one. Treaties made between our government and the several Indian nations to secure more land for us are changed to suit us and continue our expansion. It is only a matter of time before we drive the American Indian from his homeland.
>
> We must give up our policy which has made the original Americans outlaws in their own land and has created suspicion and hatred in the mind of the red man. The Native American can help this country grow and prosper; he must be saved.

The Congressional Record, 46 Congress, 2nd Session pp. 2195-2196.

Bose Ikard, a top hand, as described by Charles Goodnight, founder of the Goodnight Loving Trail.

> There was dignity, a cleanliness, and a reliability about him that was wonderful. He paid no attention to women. His behavior was very good in a fight, and [he] was probably the most devoted man to me that I ever had. I have trusted him farther than any living man. He was my detective, banker, and everything else in Colorado, New Mexico, and any other wild country I was in.

Adapted from: James Evetts Hally and Charles Goodnight, Cowman and Plainsman (Norman, Oklahoma: University of Oklahoma Press, 1936, reprinted 1949). Permission pending.

Worksheet 3J

AFRICAN-AMERICANS AND NATIVE AMERICANS

Many Native American groups expressed strong feeling against the enslavement of African-Americans although some native groups, like their white neighbors, held slaves. Some, like the Seminole in Florida, protected runaway slaves. Underline two sentences in each of the readings below that express the feelings of Native Americans toward African-Americans.

Lenne Lenape People Express Feelings toward Slavery

Members of the Delaware Nation expressed their opinions about slavery to Christian missionaries.

> It is hard to stop thinking about the fact that you have a people amongst you, whom because of their different color, you have made slaves of, and made them suffer great hardships and lead miserable lives. We cannot see any reason why if a person being black allows you to treat them so miserably, why shouldn't you do the same thing to a person of red colored skin. Before we consider your words and your religion we have determined to wait to see whether all Black people amongst you are thus made happy and joyful. Those people [slaves] who have suffered so long and so much by your means that they deserve your first attention. We will gladly receive your missionaries when we see the Black people amongst you restored to freedom and happiness.

Adapted from: the Star in the West, p. 232.

Florida Seminoles Protect Runaway Slaves

In 1835, Chief Emachutochustern sent a note to General Thompson, an Indian agent in which he discussed the issue of Seminoles protecting runaway slaves.

> Dear Sir,
>
> I am writing you regarding the actions attempted against my people by a company of Negro stealers, some of whom are from Columbia, Georgia. It is reported that a large number of them will very shortly come down here and attempt to take off Billy, Jim, Rose and her family and others. These men have been in the same business up in the "Creek Nation." I dislike to have any difficulty with any of the white people; but if they trespass on my property and on my rights, I must defend myself, the best way I can...Are the free Negroes and the Negroes belonging in this town to be stolen away publicly -- in the face of all law and justice carried off and sold to fill the pockets of these worse than "land pirates"?

American States Papers, Military Affairs Vol. IV (Washington, 1861) p. 463.

Worksheet 3K

MY ANTONIA

My Antonia, by Willa Cather, is a novel set in the prairie grasslands of Nebraska some ten years after the passage of the Homestead Act (passed in 1862, alloting 160 acres of land to anyone who was a citizen or declared an intention of becoming one). In the novel a family of European immigrants, the Shimerdas, came to America from Bohemia (in what is now Czechoslovakia), and arrive in Black Hawk, Nebraska. They have just bought a "homestead" from a fellow countryman. Arriving in Black Hawk on the same train is Jim Burden, from Virginia. Following the death of his parents, he has come to stay with his grandparents on their farm.

In the excerpt below, Jim is ten and Antonia, of the Shimerda family, is about fourteen. She is the only one in her family who has some command of English. As the story progresses, she and Jim become good friends. He, in fact, becomes her English teacher. The story begins with Jim and his grandmother visiting Antonia's family for the first time.

> The Bohemian family, grandmother told me as we rode along, had bought the homestead of a fellow countryman, Peter Krajiek, and had paid him more than it was worth. Their agreement with him was made before they left the old country, through a cousin of his, who was also a relative of Mrs. Shimerda. The Shimerdas were the first Bohemian family to come to this part of the country. Krajiek was their only interpreter, and could tell them anything he chose. They could not speak enough English to ask for advice, or even to make their most pressing wants known. One son, Fuchs said, was well-grown, and strong enough to work the land; but the father was old and frail and knew nothing about farming. He was a weaver by trade; had been a skilled workman on tapestries and upholstery materials. He had brought his fiddle with him, which wouldn't be of much use here, though he used to pick up money by it at home.
>
> "If they're nice people, I hate to think of them spending the winter in that cave of Krajiek's," said grandmother. "It's no better than a badger hole; no proper dugout at all. And I hear he's made them pay twenty dollars for his old cookstove that ain't worth ten."
>
> "Yes'm," said Otto; "and he's sold 'em his oxen and his two bony old horses for the price of good work-teams. I'd have interfered about the horses - the old man can understand some German - if I'd 'a' thought it would do any good."
>
> As we approached the Shimerdas' dwelling, I could still see nothing but rough red hillocks, and draws with shelving banks and long roots hanging out where the earth had crumbled away. Presently, against one of those banks, I

saw a sort of shed, thatched with the same wine-coloured grass that grew everywhere. Near it tilted a shattered windmill frame, that had no wheel. We drove up to this skeleton to tie our horses, and then I saw a door and window sunk deep in the drawbank. The door stood open, and a woman and a girl of fourteen ran out and looked up at us hopefully. A little girl trailed along behind them. The woman had on her head an embroidered shawl with silk fringes.... She was not old, but she was certainly not young. Her face was alert and lively, with a sharp chin and shrewd little eyes. She shook grandmother's hand energetically.

"Very glad, very glad!" she exclaimed. Immediately she pointed to the bank out of which she had emerged and said, "House no good, house no good!"

Grandmother nodded consolingly. "You'll get fixed up comfortable after a while, Mrs. Shimerda; make good house."

My grandmother always spoke in a very loud tone to foreigners, as if they were deaf. She made Mrs. Shimerda understand the friendly intention of our visit, and the Bohemian woman examined the loaves of bread and pies we brought and even smelled them, with lively curiosity, exclaiming, "Much good, much thank!" -- and again she wrung grandmother's hand.

The oldest son, Ambroz -- they called it Ambrosch -- came out of the cave and stood beside his mother... The family had been living on corncakes and sorghum molasses for three days.

The little girl was pretty, but An-tonia -- they accented the name thus, strongly, when they spoke to her -- was still prettier. I remembered what the conductor had said about her eyes. They were big and warm and full of light, like the sun shining on brown pools in the wood....

At that moment the father came out of the hole in the bank. He wore no hat, and his thick, iron-grey hair was brushed straight back from his forehead. It was so long that it brushed out behind his ears, and made him look like the old portraits I remembered in Virginia. He was tall and slender, and his thin shoulders stooped. He looked at us understandingly, then took grandmother's hand and bent over it. I noticed how white and well-shaped his own hands were. They looked calm, somehow, and skilled. His eyes were melancholy, and were set back deep under his brow. His face was ruggedly formed, but it looked like ashes -- like something from which all the warmth and light had died out. Everything about this old man was in keeping with his dignified manner.

Antonia came up to me and held out her hand coaxingly. In a moment we were running up the steep drawside together.

When we reached the level and could see the gold tree-tops, I pointed toward them, and Antonia laughed and squeezed my hand as if to tell me how glad she was I had come. We raced off toward Squaw Creek and did not stop until the ground itself stopped -- fell away before us so abruptly that the next step would have been out into the tree-tops.... She looked at me, her eyes fairly blazing with things she could not say.

"Name? What name?" she asked, touching me on the shoulder. I told her my name, and she repeated it after me. She pointed into the gold cottonwood tree behind whose top we stood and said again, "What name?"

We went with Mr. Shimerda back to the dugout, where grandmother was waiting for me. Before I got into the wagon, he took a book out of his pocket, opened it, and showed me a page with two alphabets, one English and the other Bohemian. He placed this book in my grandmother's hands, looked at her entreatingly, and said, with an earnestness which I shall never forget, "Te-e-ach, te-e-ach my An-tonia!"

During those first months the Shimerdas never went to town. Krajiek encouraged them in the belief that in Black Hawk they would somehow be mysteriously separated from their money. They hated Krajiek, but they clung to him because he was the only human being with whom they could talk or from whom they could get information. He slept with the old man and the two boys in the dugout barn, along with the oxen. They kept him in their hole and fed him for the same reason that the prairie-dogs and the brown owls house the rattlesnakes -- because they did not know how to get rid of him.

The big storm of the winter began on my eleventh birthday, the twentieth of January. When I went down to breakfast that morning, Jake and Otto came in white as snow-men, beating their hands and stamping their feet. They began to laugh boisterously when they saw me, calling:

"You've got a birthday present this time, Jim, and no mistake. They was a full-grown blizzard ordered for you."

All day the storm went on. The snow did not fall this time, it simply spilled out of heaven, like thousands of feather-beds being emptied. That afternoon the kitchen was a carpenter shop; the men brought in their tools and made two great wooden shovels with long handles. Neither grandmother nor I could go out in the storm, so Jake fed the chickens and brought in a pitiful contribution of eggs.

Next day our men had to shovel until noon to reach the barn -- and the snow was still falling! There had not been such a storm in the ten years my grandfather had lived in Nebraska. He said at dinner that we would not try to reach the cattle -- they were fat enough to go without their corn for a day or two; but tomorrow we must feed them and thaw out their water-tap so that they could drink. We could not so much as see the corrals, but we knew the steers were over there, huddled together under the north bank. Our ferocious bulls, subdued enough by this time, were probably warming each other's backs. "This'll take the bile out of 'em!" Fuchs remarked gleefully.

At noon that day the hens had not been heard from. After dinner Jake and Otto, their damp clothes not dried on them, stretched their stiff arms and plunged again into the drifts. They made a tunnel through the snow to the hen-house, with walls so solid that grandmother and I could walk back and forth in it.

From: Willa Cather, My Antonia (Boston: Houghton Mifflin, 1918).

Worksheet 3K, MY ANTONIA (conctinued)

Exercise:

Based on your reading of the excerpts from My Antonia, make a list of the problems faced by the Shimerdas. Next to each problem suggest a solution.

Problems faced by Shimerdas	Solutions
1.	
2.	
3.	
4.	
5.	

UNIT SIX: DIVISION AND REUNION

Learning Activity #4

Theme: Movements of People

Focus Question: How did the Mexican province of Texas become the 28th state of the United States?

Background:

During the 1600s and 1700s, the Spaniards spread northward from Mexico City, the heart of their New World empire. To strengthen their control, they established presidios (or forts), missions, villages, towns, and large ranches throughout the present states of Texas, New Mexico, Arizona, and California.

When Mexico became independent of Spain in 1821, people from the United States had already begun to move to Texas. The new Mexican government invited additional immigration with the stipulation that the settlers obey the laws of Mexico, including prohibiting slavery. When conflicts developed and the Mexican government decided to restrict further settlement, settlers from the United States revolted and eventually won their independence. For a short time, Texas existed as its own republic. Another ten years elapsed before the United States government annexed Texas as the 28th state.

Major Idea:

. Expansion of the United States resulted from nationalistic motives.

Concepts:

. Choice
. Citizenship
. Power

Performance Objectives: Students will be able to:

. Explain the various alternatives open to the Mexican government with regard to Texas in 1835.

. Evaluate the actions taken by Texan-Americans, the government of Mexico, and the United States government with regard to Texas.

. Analyze the arguments favoring and opposing the annexation of Texas to the United States.

Development:

. Distribute Worksheet 4A, "The Texas/Mexico Dispute." Divide the class into small groups of equal size. Instruct each group to read the worksheet and then work together to complete the decision chart. Have a member of each group report its decision and explain its reasons.

. Tell students that in late 1835, General Santa Anna led a large army to stop the rebels who had gathered at a mission near San Antonio called the Alamo. The rebels, including Davy Crocket and Jim Bowie, were all killed. But "Remember the Alamo" then became a rallying cry for Texans, and at the Battle of San Jacinto, Santa Anna was captured.

. Finally, have the students explain their answers to the following questions:

- What does this activity tell us about the issues that led to the Texas revolution?

- How does the decision that Santa Anna made compare with the decision you would have made if you were in his position?

- Why did the Texan-Americans want their independence?

- Why did the Mexican government feel justified in refusing to negotiate with Texans?

- Roleplay a discussion between Sam Houston and Santa Anna on the justification for Texas independence.

- Could the American settlers in Texas have taken some action besides revolting?

- Was the Mexican government justified in using force to put down the Texas rebellion?

- Should the United States have recognized the independent Republic of Texas? Why or why not?

- If you were a Mexican leader, how would you have reacted to the United States' recognition of the Republic of Texas?

. Distribute Worksheet 4B, "Texas Annexation." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What do we learn about the annexation of Texas from this worksheet?

- Which argument favoring annexation is the strongest?

- Which argument opposing annexation is the strongest?

- Design a button with a slogan that a) those favoring annexation would have worn; b) those opposing annexation would have worn.

- Assume you were a member of the United States Congress. Compose a speech giving your views on Texas annexation.

. Distribute Worksheet 4C, "Mexican View." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What is this editorial saying?

- How does this editorial explain the Battle of the Alamo?

- How does this account present the actions of General Santa Anna?

- How does this account compare to the accounts of the Alamo found in our textbook? How can you explain any of the differences?

- In what ways does this account help explain Mexican animosity toward the United States?

- How can you explain why Mexicans view the Battle of the Alamo as a great victory?

- In light of this reading, do you think that textbooks such as yours present an accurate story of events which occurred at the Alamo? How would you change it?

. Distribute Worksheet 4D, "Play on the Mexican War." Select different students to read different parts of the play segment. Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What is this segment of the play about?

- What do we learn about the character Montoya?

- How does Montoya view Americans?

- How can you explain the attitudes toward Americans expressed by Montoya in the segment?

- What kind of leader was Montoya? If you were a Mexican listening to the excerpt; how would it make you feel about the Mexican-American War? How would it make feel about being a Mexican?

- Why do you think a non-Mexican playwright from the United States would choose to write about the Mexican-American War from the Mexican point of view? To what degree do you think such a play written by a Mexican writer might have been different?

- Do you think that this play would have been a popular one at the time of the Mexican-American War? How would the playwright be viewed by Americans at the time?

Follow-up Activities:

. In 1823 a huge tract of land was granted to Stephen Austin for the settlement of 300 Americans. They were required to be Catholics and become "Mexicanized." These rules were largely ignored. By 1835 there were 30,000 Americans living in Texas. The Mexican government had disputes with the American settlers when the Mexicans prohibited slaves from being brought into Texas, restricted local rights, and prevented people from the United States from entering Mexico. Below are various laws passed by Mexico that

existed at different times in Texas. Some of them addressed the concern that the American settlers would overrun Texas. Present the following laws that Country A passed. Have students discuss whether they believe a country has a right to pass such laws. Students might also discuss if there are any conditions under which such laws or rules listed below are justified for Country A.

Strongly Agree	Agree	Disagree	Strongly Disagree

People coming into Country A must swear loyalty to flag of Country A.

Strongly Agree	Agree	Disagree	Strongly Disagree

People comming into Country A must practice the religion of the majority of the people.

Strongly Agree	Agree	Disagree	Strongly Disagree

People coming into Country A must use the language of the majority of the country in business transactions. (This could lead into a discussion of a proposed law to make English the official language of the United States).

. Have students design advertisments and posters that support and oppose the Texas Revolution

. The issue of the annexation of Texas created divisions among the people of the United States. Have students conduct people-on-the-street interviews on the question, should the United States annex Texas? Have them get three-sentence statements from each student they interview. They should try to get people on both sides of the issue to respond. They may want to borrow a camera and take pictures of the respondents, placing photos above their comments, as is done in the newspaper.

Worksheet 4A

THE TEXAS/MEXICO DISPUTE

You are General Santa Anna, ruler of Mexico. As you sit at your desk, your thoughts are only about the situation in Texas, one of Mexico's largest territories north of the Rio Bravo (Rio Grande). You have some important decisions to make. Read the following account of the situation, then complete the exercise that follows.

Mexico had been independent from Spain since 1821. Even before that time people from the United States began moving into Texas, a Mexican province noted for its warm climate, rich soil, navigable rivers, and excellent ports. Among the settlers were large groups of cotton farmers, who had brought their slaves with them.

In order to encourage settlement in Texas, the Spanish government had made a grant of land there to Moses Austin, a United States citizen, under certain conditions. When Austin died shortly thereafter, his son Stephen renewed this agreement with the new Mexican government. The terms of the agreement were:

- Large tracts of land would be sold at very low prices to settlers whom Austin brought in.
- Settlers would not have to pay taxes and tariff duties.
- Any settler marrying a Mexican woman would receive a large piece of land.
- Settlers must be Roman Catholic or promise to become Roman Catholics.
- Settlers would have to pledge allegiance to the Mexican flag.
- Settlers must promise to use Spanish in conducting their business.

More than 20,000 settlers had entered Texas by 1830. Mexicans worried that Texas was becoming too much like the United States. To keep Texas Mexican, Mexico

- passed a law in 1830 prohibiting any more people from the United States to settle in Texas;
- cancelled some previous land grants;
- prohibited any more slaves from being brought into Texas;
- began trading goods made in the United States, including farm equipment.

Revolutions had weakened the Mexican government, making it impossible to maintain law and order. The Texans didn't respect the Mexican authorities and demanded that Mexico allow Texas to become a state in the Mexican federation.

You took over the Mexican government in 1885 and announced that there would be no local government in Mexico, all power would be in your hands. You marched your army into Texas in 1836 to make Texas more Mexican and to stop all talk about Texas self-government.

On March 2, 1836, Texas declared its independence.

Worksheet 4A, THE TEXAS/MEXICO DISPUTE (continued)

Exercise:

As General Santa Anna, what will you do about the demands of the Texans for self-government? In the space provided, complete the chart below and then write out your decision and the reason for it.

POSSIBLE ACTIONS	ADVANTAGES	RISKS
1. Allow the Americans to declare their independence from Mexico and to set up their own republic.		
2. Lead your army into Texas and try to put down the rebellion.		
3. Negotiate with the Texan-Americans. Give in to some of their demands in return for concessions.		
4. Other _____		
_____		
_____		

Decision:

As Santa Anna, ruler of Mexico, I would: _____

_____

_____

_____

_____

because _____

_____

_____

Worksheet 4B

TEXAS ANNEXATION

The following describes events which took place in Texas between 1836 and 1845. After reading the worksheet below, complete the exercise on the following page.

THE AMERICAN MOSAIC

UNITED STATES MUST DECIDE UPON TEXAS ANNEXATION

March 1836 - MEXICANS BADLY DEFEAT TEXAS SETTLERS IN ALAMO, NEAR SAN ANTONIO

April 1836 - AFTER MORE LOSSES, TEXANS, UNDER GENERAL SAM HOUSTON, DEFEAT MEXICANS AT SAN JACINTO -- IN FINAL BATTLE IN FIGHTING, SANTA ANNA FLEES

April 1836 - TEXAS BECOMES A NATION, THE REPUBLIC OF TEXAS

1837 - UNITED STATES RECOGNIZES REPUBLIC OF TEXAS -- MANY IN UNITED STATES AND IN TEXAS LOOK TO STATEHOOD FOR LONE STAR REPUBLIC

1844 - TEXAS STILL NOT A STATE -- UNITED STATES DIVIDED OVER ANNEXATION

PRO:

Texas has long made known its desire to join our Union. As an independent nation, Texas has this right. The question of making Texas part of the United States is an issue which is proper for our two nations to consider.

To Texas, annexation is important because the strong protecting arm of our government will be extended over her. Her vast resources, fertile soil and gentle climate will now be speedily developed. Our southeast frontier will be helped by bringing Texas into the Union.

Our safety and future peace would be threatened if Texas remains independent or becomes an ally of another powerful nation. Our trade and business will gain from this union.

Texas must decide on its own whether to allow its citizens to keep slaves or prohibit slavery. Texas must be allowed to keep its local institutions [slavery] in the same way other states have been allowed to keep theirs.

Adapted from : J.D. Richardson, ed., Messages and Papers of the Presidents (1897), Vol. IV, pp. 379-381.

CON:

As early as 1829, Southern and Western states called for the annexation of Texas on the grounds that it would provide a huge market for the sale of slaves. Thereafter, slaveholders crossed into Texas with their slaves. Joining slaveholders were restless souls, some seeking adventure and some outlaws who feared that the arm of the law would soon catch them.

Of the population of 20,000, most favored peace. A small group of these, about 90, drew up a declaration of independence modeled after ours. Citizens from the United States, in large numbers, joined the forces of rebellion. Our newspapers excited the desire for more territory in the minds of the public. Advertisements called for adventurers to join the rebellion out of a sense of patriotic duty. Military companies with officers and weapons took off for Texas.

Of the 600-800 people who won the decisive battle of San Jacinto, only 50 were citizens from Texas. The rest came from this country. So while Texas claimed its independence, Mexico would be justified in charging our citizens with robbery. In the meantime, Texas, fearing Mexico would attempt to retake it, turned to Great Britain for help. Afraid that Texas might now come under British influence the United States proposed annexation.

Adapted from Old South Leaflets (Boston, 1904) Vol. VI, no. 32, pp. 2-4.

Exercise:

In column I below, make a list of the arguments favoring the annexation of Texas. In column II make a list of the arguments opposing annexation. In the space to the left of each set of arguments place a check (√) next to those arguments which you believe are the strongest and a dash (—) next to those arguments which are weakest.

I ARGUMENTS FAVORING ANNEXATION	II ARGUMENTS OPPOSING ANNEXATION

Worksheet 4C

MEXICAN VIEW

The following Mexican view regarding relations with the United States in the 1830s and 1840s is presented as an editorial below. Complete the exercise which follows.

> People from the East had already begun to arrive in Tejas (Texas - pronounced Tay-hass) -- part of Mexico -- in the 1700s. These first people fought their way in -- killing and ruining the area around San Antonio. Most of them came from the slave states, and they brought a racist attitude with them. They treated the Mexicans living in Tejas the same way they treated Black people, and they showed no respect for the laws of Mexico. When Mexico abolished slavery in 1826, the filibusterers just ignored the new law and kept on bringing in slaves.
>
> President Jackson and his friends drew up a plan. The United States would try to buy Tejas from Mexico. But in case that didn't work, Anglo settlers [white settlers from the United States] would be brought into Tejas until there were enough of them there to declare a "revolution" against Mexico. The Mexicans would be kicked out, and then the United States would annex Tejas.
>
> The conspiracy was in full operation by 1829.
>
> Moses Austin asked the Mexican government for a large grant of land in Tejas, where he would establish a settlement of 300 Anglo-American families. All the families would swear allegiance to the Mexican government. Mexico agreed to grant this land to Moses Austin. By 1833 he had issued land titles to 2,000 Anglo families. Austin and also Sam Houston even became Mexican citizens to convince Mexico of their honest intentions.
>
> In 1836 it was clear that Mexico would not sell Tejas. So the Anglos decided that they would declare their "independence" from Mexico. Having received the land from Mexico on certain conditions, they simply broke the agreement and called it a "revolution." Houston and his friends set up a so-called government. They wrote a constitution. Everybody knew it was just a trick.
>
> In New York, Boston, Philadephia, and many other cities, rallies and benefits were held to raise funds for the "Texans" against what were called "the Mexican tyrants." Mexico quickly sent in troops to put down the phony revolution, and they won several victories. The most famous of these was retaking the Alamo fort in San Antonio. We are told that the Mexicans massacred hundreds of helpless Anglos. But what really happened at the Alamo?

When Mexico's troops began winning in Tejas, many Anglos became frightened and went to the Alamo fort for safety. A small number of Mexicano women and children also went there. Houston ordered that the fort be abandoned. But Jim Bowie, the man in command at the fort, didn't want to give up.

The Mexican attack on the Alamo began on February 23, 1836. Soon after, General Santa Anna sent word to the people inside that if they would just put down their weapons and swear never to use them again to fight Mexico, their lives and property would be respected. This offer was answered with cannon fire. The Mexican troops continued to shell the fort and then stormed it on March 6.

They took the fort, but paid heavily for the victory. Mexico lost many more men at the Alamo than the Anglos. The women and children were all removed safely from the Alamo and given money and blankets. The two slaves who had been inside were freed by the Mexicanos.

"Remember the Alamo!" That cry is taught to encourage hatred toward Mexico, Mexicans, and ourselves. For us, the Alamo was a victory in the struggle by Mexico to defend itself against invasion and agression.

The Alamo was the last of Mexico's victories. Soon afterward, General Santa Anna was defeated and captured in a surprise attack, and he signed a treaty recognizing the "independence" of Tejas in return for his freedom. The Mexican government did not confirm that treaty, so the war went on. The Anglos in Tejas even sent a band of 270 men to invade Nuevo Mexico [New Mexico]. They were defeated, but that was the beginning of a new move -- to take over still more of Mexico's territory, which was completed just a few years later.

Worksheet 4C, MEXICAN VIEW (continued)

Exercise:

Below in the column to the left are statements expressing the United States' point of view regarding relations with Mexico in the 1830s and 1840s. Present statements representing the Mexican point of view, taken from the account on the previous pages.

United States Viewpoint	Mexican Viewpoint
1. Originally, the Mexicans invited us to settle in Texas.	1.
2. The Mexicans provoked settlers from the United States by taking actions such as passing a law in 1830 forbidding any more people from the United States to settle.	2.
3. In 1835, Santa Anna announced that the settlers from Texas could not be allowed to govern themselves. As a result, people in Texas revolted against the Mexican government.	3.
4. Santa Anna was determined to end the Texans' drive for independence and did so by wiping out the fewer than 200 Texans in Alamo with a force of nearly 3,000 Mexicans.	4.

Worksheet 4D

PLAY ON THE MEXICAN-AMERICAN WAR

Maxwell Anderson, a writer from the United States, wrote Night Over Taos, a play about the Mexican-American War. In the scene below written in poetic verse, a Mexican leader, General Montoya is speaking to his troops after a victorious battle recently fought near what is today Taos, New Mexico. After reading the excerpts below, write a review describing what the excerpts of the play are about and your opinion of what you've read.

Setting: Taos, 1847

General Montoya: This was no victory for the
Americans, Remember! They had our plans . . .
they attacked from the flank!
Where they knew we were unprepared. And they came
to punish
The people of Taos. Instead we've crippled them
And sent them limping home! Punish Taos! They go
back
To Santa Fe without seeing Taos! They left
Their own dead too on the mountain, and they'll look
twice
Before they leap at our throats again! Why, look . . .
This was no defeat . . . but a victory that will lead
To victory again! They'll never touch Taos. . . .
They'll never push us back . . . no . . . rather we
Will push them out of Santa Fe, and northward
Back to their English mothers! We'll pledge to that.
Let each man pour himself a glass of wine,
And fill it full, for we drink death to the Yankees!

[The men fill their glasses.]

But before we drink we must know what more we drink
to.
My ears are good. I have heard it said here and there...
The dogs of the north will have their day. Do you
believe this?

[There is a slight pause, then a murmur of "no, no,"
"no, no."]

And if you did what place would you have in the world?
None. You'd be the dogs of slaves, you'd be
The slaves of dogs. We come of an old, proud race,
We are either lords
And masters of ourselves, or else we die.
And who are these conquerors who intend to take
Our places and our rights? For this is our place,
We wrought it out of a desert, built it up
To beauty and use; we live here well, we have
Customs and arts and wisdom handed down
To us through centuries. They would break this up,

And scatter it, these tricksters from the north.
They come here penniless, homeless,... vagabond barbarians
    with hardly
A language, no laws, no loyalty . . . traders . . .
    whatever
They have they'll sell . . . behind each other's backs
These scavengers north, these eaters of dirt . . . we'll
    thrust them
North to the Lakes, take the St. Lawrence from them,
And leave them the eastern seaboard only so long
As they can hold it! That is what we drink to!
Who drinks with me?

[The men are motionless for a moment, then come forward]

They won't get farther. And before they wake we sur-
    round them,
This time with rifles, and a hundred years from now
Our children's children, passing through that valley,
Will count the skeletons and remember
Who turned the Americans. If any pause,
Thinking this is not without risk, some will die, why
    true,
But it's death if we wait for them here! We struck them
    first,
And we'll not be forgiven! If any man say in his heart:
I have too much to lose, I dare not die,
Let him remember this is my wedding night,
I go from a bride's arms to battle. No man risks more.
Who drinks with me?

[Each man lifts his glass. Suddenly they give a thunder-
ous cry: "Montoya! Pablo Montoya!" They raise the
glasses to their lips.]

CURTAIN

Night Over Taos, by Maxwell Anderson (New York: Samuel French, 1935).

A review by _____

_____

_____

_____

_____

_____

_____

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_____

_____

_____

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_____

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_____

UNIT SIX: DIVISION AND REUNION

Learning Activity #5

Themes: Culture/Diversity, Movements of People

Focus Question: What caused the United States War with Mexico in 1846?

Background:

In 1844, James K. Polk of Tennessee became president of the United States. Polk's election reflected the nation's desire for territorial expansion. The new president made little effort to hide his wish to annex Texas and acquire California and the New Mexico territory. At first, Polk attempted to buy the land from Mexico. The request was summarily rejected. Eventually, Polk provoked Mexico into fighting by crossing into disputed territory south of the Rio Grande (Rio Bravo). After fighting broke out between troops from the United States and Mexico, Polk contended that the United States had been invaded.

The United States' participation in the war with Mexico proved most controversial. People from the Northeast generally opposed participation while people in the South and West supported the war.

Major Idea:

. The United States policy of westward expansion proved to be quite controversial and divisive.

Concepts:

. Change
. Justice
. Power

Performance Objectives Students will be able to:

. Examine the causes of the United States war with Mexico.

. Analyze the arguments favoring and opposing United States participation in the war with Mexico.

Development:

. Distribute Worksheet 5A, "Mexican-American War, 1846-1848." Have students explain their answers to the following questions:

  - What information do we get from this worksheet?

  - Which factor seems to be the most important in exploring why the Mexican-American war began?

  - If you were an attorney for the Mexican government, what arguments would you present to convince the court that the United States was responsible for the Mexican-American War?

  - Was the Mexican-American War unavoidable?

. Distribute Worksheet 5B, "Views on the Mexican-American War." Have the students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What conclusions can you draw about the Mexican-American War from this worksheet?

- What does the Mexican legislator mean when he accuses the United States of international gangsterism?

- How can you explain why Polk says that Mexico invaded the United States?

- Why was the Mexican-American War so controversial?

- Why does Frederick Douglass say that United States citizens should hang their heads in shame?

. Distribute Worksheet 5C, "Mexican Influence in Texas." Have students explain their answers to the following questions:

- What do we learn about Texas in 1860 from this reading?

- What examples can you give to support the statement "To all intents and purposes Texas is Spanish"?

- Can you give examples of people living in the United States today who are as greatly influenced by another culture as were the Texans in this story?

- What are the advantages to having people of different cultural backgrounds living in one country?

- How can you explain that, despite the strong Mexican influence, the Texans in the story say "We are American"?

Follow-up Activities:

. In a court proceding such as the one described in Worksheet 5A, the lawyers for both sides conclude by giving summaries or closing arguments. After reading the material, prepare a closing argument for the United States and one for Mexico. Find out from the class which one is more convincing.

. Roleplay a television news interview program on the Mexican-American War with President Polk, the Mexican legislator and Frederick Douglass as guest speakers.

. There are number of explanations as to the reasons for the Mexican-American War. They fall into the following general categories:

- The Mexican-American War was a result of Manifest Destiny -- it is God's will that the United States take the land between the oceans.

- The Mexican-American War was an effort to extend slavery so that the South would have greater power in Congress.

- The Mexican-American War was a result of the hunger of westerners for land.

- The Mexican-American War was a result of the decisions of such leaders as President James K. Polk.

. Students could research these ideas and take and present a position before the class, defending one of these viewpoints.

. Many historians have speculated on what would have happened if General Antonio Lopez de Santa Anna had been victorious in the Mexican-American War. Have students write an essay on how life in the Southwest might be different if Mexico had won the war.

. Henry David Thoreau, a well known writer during the time of the Mexican-American War, refused to pay his taxes in protest against it. He was sent to prison. Complete the activity below on what are effective and appropriate actions to protest a war in which the United States is involved if you think it is an unjust war.

PROTEST AGAINST WAR

	Effective	Inappropriate
Refusal to fight in war		
Refusal to pay taxes		
Marches and protests against war		
Moving to another country		
Writing articles against war and letters to your legislative representative		
Boycotts of goods		
Destroying recruiting stations		
Providing funds and support for the country United States is fighting		

. Research some of the opponents of the Mexican-American War and discuss the reasons for their opposition.

Worksheet 5A

MEXICAN-AMERICAN WAR 1846-1848

Imagine you are attending the proceedings of the International Court of Justice. The case you are hearing results from charges brought by Mexico and the United States, each claiming that the other is responsible for the war in which they are fighting.

Among the facts which have been brought out so far are the following:

1. President James K. Polk wished to make California as well as the territory known as New Mexico part of the United States. The Mexican government refused President's Polk's offer of $25 million to buy California and New Mexico.

2. Mexico threatened to declare war if the United States annexed Texas.

3. During that time, first Spain and then Mexico controlled Texas. The southwestern border of Texas was the Rio Nueces River. Since independence, Texas' claim, supported by the United States, was that the Rio Grande was the border (see map below).

Map from: Thomas A. Bailey, The American Pageant, 3rd Ed., (Lexington, Mass.: D.C. Heath, 1966), p. 293. Permission pending.

4. On January 13, 1846, Polk ordered 4,000 men under General Zachary Taylor to march from the Nueces River toward the Rio Grande -- territory which was claimed by Mexico.

5. On April 25, 1846, Mexican troops crossed the Rio Grande and attacked the American troops. Sixteen Americans were wounded or killed.

Worksheet 5B

VIEWS ON THE MEXICAN-AMERICAN WAR

Underline the strongest argument presented blaming the United States or Mexico for the Mexican-American War.

A. - Mexican Legislator

The war with the United States is a case of international gangsterism -- the struggle between the strong and the weak.

During the last century, the United States became filled with settlers who needed land.

Our territory, containing very few people, extended far north and was rich in resources.

Texas, now part of the United States, claims that its territory extended south all the way to the Rio Bravo. [Rio Bravo is the Mexican name for the Rio Grande.] And it began to colonize this region, which Mexico considered its own, because the boundary of Texas lay on the Nueces River, north of the Rio Bravo.

The Mexican army crossed the Rio Bravo determined to make itself respected. It was then that the government of the United States shouted furiously, "Mexico has invaded my territory."

Our government tried to explain to the North Americans but they did not listen.

Adapted from: Harold H. Eibling, Two Centuries of Progress Workbook (Riverforest, IL: Laidlaw Books, 1975).

B. - President James K. Polk

Saturday 9th May, 1946 -- About six o'clock P.M. an aide handed to me dispatches received from General Taylor giving information that a part of the Mexican army had attacked, killed, and captured two companies of General Taylor's army consisting of 63 officers and men.

Before I had finished reading the dispatch, the Secretary of War called. I immediately summoned the Cabinet to meet me at half past seven o'clock this evening. The Cabinet accordingly assembled at that hour, all the members present. The subject of the dispatch received this evening from

> General Taylor, as well as the state of our relations with Mexico, were fully considered. The Cabinet were unanimously of [the] opinion, and it was so agreed, that a message of war should be sent to Congress.

Adapted from: Allen Nevins, Polk: Diary of a President (New York: The Putnam Publishing Group, 1968).

C. - Frederick Douglass

> We should beg pardon for our crimes and hang our heads for shame. We have committed wholesale murder in Mexico, an unoffending people. In the process, we are attempting to rob Mexico of the most important and valuable part of its territory.

Adapted from an editorial in North Star, March 17, 1848.

D. - President Polk

> Mexico has passed the boundary of the United States. It has invaded our territory and shed American blood upon American soil.

Adapted from: Messages and Papers of the Presidents (1897) J.D. Richardson ed., Vol. IV, pp. 441 - 442.

Worksheet 5C

MEXICAN INFLUENCE IN TEXAS

The West was a region with many different life styles. In 1840 a writer describes Texas in comments below.

> To all intents and purposes Texas is Spanish, showing in its...adobe houses...and the barred and grated windows to its houses all the characteristics of old Spain.... Its water carriers, with their barrels drawn by sturdy little donkeys called burros....
>
> Along the streets, everything is Spanish--the signs, the language, the people.... The senoras and senoritas wear... over their heads the dearly loved shawl, or tapalo, which is often used to the lower part of the face, leaving only the great dark eyes exposed.... The use of this shawl is general, from the great-grandmother -- to the wee tot just walking alone....
>
> The men and boys all [wear] the high-crowned, broad-brimmed Mexican hat of felt, with its twisted silver snakes around the crown and the arms of Mexico embroidered on the side.... They are Texans by birth, and their fathers before them. But they are of Mexican race and have kept their blood, language, and manners distinct from other Americans'. Yet, when you question them, they say, "We are Texans and Americans." Still they do not speak the language of this country.

Source: Harper's New Monthly Magazine, July, 1860

UNIT SIX: DIVISION AND REUNION

Learning Activity # 6

Themes: Movements of People, Struggle for Equality

Focus Question: Was compromise the best way to resolve the conflict between the North and South over slavery?

Background:

Slavery had been a divisive issue since the founding of the United States. At the Constitutional Convention, it was not possible to abolish the system of slavery and still retain the Southern states in the Union. It was decided at the time, however, to prohibit the slave trade after 1808. The question regarding existing slavery and the legality of slavery in the new territories was the focus of three compromises prior to the Civil War: the Missouri Compromise of 1820, the Compromise of 1850, and the Kansas-Nebraska Act of 1854.

Major Ideas:

. Because Northern and Southern leaders misjudged each others' intentions and failed to reach agreement on the issue of slavery in the territories, civil war became inevitable.

. A major cause of the Civil War was the economic conflict between the North and South.

Concepts:

. Change
. Human Rights
. Justice

Performance Objectives: Students will be able to:

. Discuss the divisive issues necessitating the Missouri Compromise of 1820, the Compromise of 1850, and the Kansas-Nebraska Act of 1854.

. Analyze the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act of 1854.

. Evaluate the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act as to whether they represented the best way to resolve the conflict between the North and South over slavery.

. Examine the impact of the Fugitive Slave Law on slaves and the differences between the North and South regarding this law.

. Assess the effect of the Dred Scott Decision on the United States and its people.

Development:

. Divide the class into six groups of equal size. Distribute one copy of Worksheet 6A to group 1 and one copy to group 2; one copy of worksheet 6B to group 3 and one copy to group 4; and one copy of Worksheet 6C to group 5 and one copy to group 6. Have students complete the exercises on the worksheets. Then have them explain their answers to the following questions:

- What were your solutions to the problems presented on the worksheets?

- How would you compare the solutions of groups who considered the same issues?

- What is the class's reaction to the solutions proposed by the different groups?

. With a series of compromises from 1820 to 1854, Congress tried but failed to reconcile the North and South on the issue of slavery in the territories.

. Distribute Worksheet 6D, "Attempts at Compromise." Have students complete the exercise and explain their answers to the following questions:

- How would you compare the actual compromises reached to the solutions proposed by the groups in the class?

- How can you explain why the Missouri Compromise did not succeed in resolving the issue of slavery?

- Was the Missouri Compromise a fair settlement of the slavery issue?

- Was the Compromise of 1850 a violation of the Missouri Compromise?

- How did the Compromise of 1850 attempt to satisfy both sides? Do you think it succeeded?

- How do you think those opposed to slavery felt about the Kansas-Nebraska Act? How do you think those favoring slavery felt about it?

- What similarities and differences exist among the three compromises?

- Why do you think the three compromises failed to prevent the Civil War?

- If you had been a member of Congress in 1820, 1850, and 1854, which of these laws would you have voted for and which would you have voted against?

- If you were a slave, what would have been your reaction to these compromises?

- Can you think of any other solution to the problem of whether new states should be admitted as slave or free states? What course of action would you have recommended to make both sides comply with your suggested solution?

- Do you think that compromise is the best way to solve problems that divide the nation? Explain.

. Distribute Worksheet 6E, "Fugitive Slave Law and African-American Reactions." Have students explain their answers to the following questions:

- What does this Fugitive Slave Law say?

- Describe Reverend Loguen's reaction to the Fugitive Slave Law.

- If you were a member of an anti-slave group at the time, what would be your reaction?

- How did people like the Reverend Loguen, Robert Morris, and Harriet Tubman act to defy the law?

- What do we learn about people like Reverend Loguen, Robert Morris, and Harriet Tubman from this reading?

- Suppose Tubman or Morris asked you to join their group and help free runaways. What would you say?

- Under what other conditions do you think it would be justified to break the law as Morris and Tubman did?

. Distribute Worksheet 6F, "The Dred Scott Case." Have students complete the exercise on the worksheet. Then have them explain their answers to the following questions:

- What is the Dred Scott case about?

- Why was it considered such an important case at the time?

- If you were Scott's lawyer, what arguments would you use on his behalf? What arguments do you think were used against Scott?

- How do you think the Supreme Court decided this case at the time?

. Distribute Worksheet 6G, "Dred Scott Decision." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What was the decision reached in the Dred Scott case?

- What reasons did the Supreme Court give for its decision?

- How do you think slaveholders reacted to this decision? How did those opposing slavery react?

- To what degree did this decision help bring on the Civil War?

- To what degree would the course of history be changed if the Supreme Court ruled in favor of Scott?

. Distribute Worksheet 6H, "Frederick Douglass on the Dred Scott Decision." Have students explain answers to the following questions:

- What is Frederick Douglass saying here?

- Why does Douglass say that abolitionists and Blacks should view the Dred Scott decision in a cheerful spirit?

- What do you think Douglass meant when he said that the Dred Scott decision may be one necessary link in the chain of events leading to the downfall and complete overthrow of the whole slave system. Do you think Douglass's optimism was justified?

- How do you think a Southern slaveholder would respond to Douglass's comments? How would Dred Scott respond to Douglass's comments?

. Suppose you were the Sheriff of Essex County, a sparsely settled area near the Canadian border in which the Underground Railroad was active. You are sworn to uphold the law, yet you violently oppose slavery. You have received a court order to arrest and turn over a fugitive slave to his owner's representative who is there to reclaim him under the provisions of the Fugitive Slave Law. What are your options in this case? What are the consequences of each of your options? What would you do?

. Research a controversial issue in your community. Find as many opinions on both sides of the issue as you can. Suggest a means of compromising on the issue which you believe all sides can agree to. Propose your compromise to the local government agency which is responsible for dealing with the controversial issue.

Worksheet 6A

1820

Members of your group should study the background and propose a solution to the problem in the space provided.

1. THE TIME: 1820

The population has grown much faster in the North than in the South. The free states therefore have 102 representatives in the House while the slave states have only 75. In the Senate, however, half of the 22 states represented are from the South, and half are from the North. Because Southerners have half the votes in the Senate, they can block any legal move to interfere with slavery.

THE PROBLEM:

The territories of Maine and Missouri (where some slavery exists) have applied for admission to the Union. Should Maine and Missouri be admitted as free or slave states? Refer to map below.

Exercise:

Your group's solution:

Jack Abramowitz, American History Study Lessons, Unit IV (Chicago: Fallet Publishing Co., 1963), p. 277. Permission pending.

Worksheet 6B

1850

Members of your group should study the background and propose solutions to the problems.

2. THE TIME: 1850

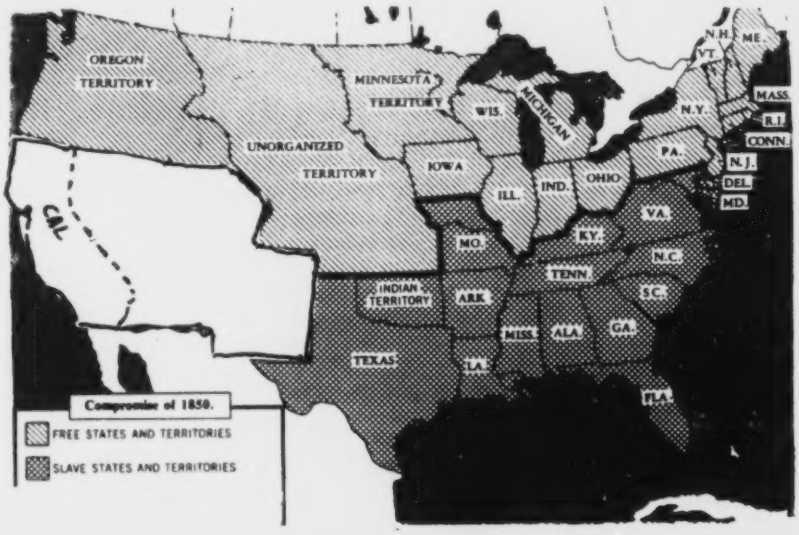
Since the time of the writing of the Constitution the United States has expanded greatly, and there are now 30 states. However, the population of the North has grown faster than that of the South, so that the free states in the North have control of 148 seats in the House, while the slave states of the South have only 82 seats. In the Senate the balance remains equal: 15 slave states and 15 free states. Because the Southerners have the votes in the Senate, they can block any legal move to interfere with slavery.

THE PROBLEMS:

1) Should slavery be permitted in the lands known as the Mexican Cession? 2) Should slaves who run away from their masters in the South to the free states in the North be considered free or returned to their masters? 3) Should slavery be abolished in the nation's capital, Washington, D.C., where it is now legal? 4) Should California be admitted into the Union as a free state as it wishes? Refer to map below.

Exercise:

Your group's solution:



Phillip Groissei, Mastering American History, (New York: Oxford Book Co., 1977), p. 230. Permission pending.

Worksheet 6C

1854

Members of your group should study the background and propose a solution to the problem in the space provided.

3. THE TIME: 1854

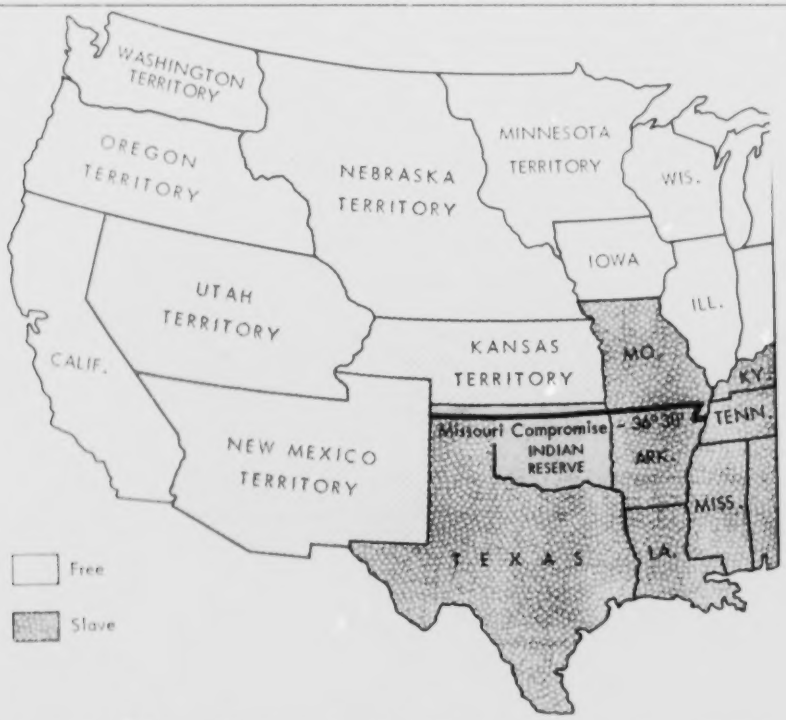
Around the 1850s settlers began moving into the Kansas and Nebraska Territories, attracted by the good farmland. Many of these settlers came from the South, bringing their slaves with them; other settlers came from the North and were opposed to slavery.

THE PROBLEM:

Should slavery be allowed in these territories even though a law passed in 1820 prohibits it in territories north of 36° 30' latitude line? Should the voters be allowed to decide if slavery should be permitted in these territories?

Exercise:

Your group's solution:



Irving Gordon, American History Review Test, (New York: AMS Co., 1986), p. 162.

ATTEMPTS AT COMPROMISE

The Missouri Compromise proposed by Henry Clay admitted Missouri as a slave state and Maine as a free state, thus maintaining a balance between slave and free states. The compromise also prohibited slavery in the Louisiana Purchase north of 30° 30' latitude.

According to the Compromise of 1850, California was to be admitted to the Union as a free state. The remainder of the southwestern territory acquired from Mexico, however, could be opened to slavery by popular sovereignty, that is, residents could decide whether to allow slavery.

The Kansas-Nebraska Act applied the principle of popular sovereignty in the Nebraska and Kansas territories. The act repealed the Missouri Compromise by allowing slavery in territories north of the Missouri Compromise line if the voters wanted.

Exercise:

Answer the questions below, based on the three maps:

1. Which slave state and which free state were admitted as a result of the Missouri Compromise?

   _____

   _____

2. After the Missouri Compromise, where was slavery

   a) permitted?_____

   b) prohibited?_____

3. Which state was admitted as a free state as a result of the Compromise of 1850?_____

4. How did the Compromise of 1850 try to solve the problem of slavery in the Utah and New Mexico territories?

   _____

   _____

5. Who benefited more from the Compromise of 1850, pro-slavery or anti-slavery interests?

_____

_____

6. How did the Kansas-Nebraska Act conflict with the Compromise of 1850?

_____

_____

7. In what ways was the Kansas-Nebraska Act similar to the Compromise of 1850?

_____

_____

Worksheet 6E

THE FUGITIVE SLAVE LAW AND AFRICAN-AMERICAN REACTIONS

One of the major features of the Compromise of 1850 was the passage of the Fugitive Slave Law by the United States Congress. The most important part of the law said the following:

> Section 6 of the Fugitive Slave Law (adapted): When a person held in slavery in any state or territory of the United States escapes into another free state or territory, the slaveowner may reclaim the fugitive, either by getting a court order or by seizing and arresting the fugitive without a court order.

African-Americans showed their feelings toward the Fugitive Slave Law in many ways. Two examples appear below:

> Reverend Jarmain Loguen of Syracuse, NY, an escaped slave who hid runaways, the made following speech on Oct. 4, 1850:
>
> The time has come to tell anyone who hopes to carry out this law, to send their bloodhounds.... I don't respect this law, fear it, and won't obey it. It attempts to make a criminal of me. However, anyone who tries to enforce this law on me, I will treat like an outlaw. I will not live a slave, and if force is used to re-enslave me I shall make preparations to meet the crisis as becomes a man."

J. W. Loguen, The Reverend J. W. Loguen As a Slave and a Freeman (Syracuse, 1859), pp. 392-393.

> Robert Morris, a Black lawyer, designed the following plan to rescue Shadrock, a runaway slave:
>
> On the day Shadrock was to appear in court I led a group of Black men into the courthouse. We walked in joking and laughing. There were only a few court officers on duty that day. It occurred to me as we passed by the man under arrest that we might as well keep on walking, pass out the opposite door, taking with us the man under arrest, who was not handcuffed. We got the prisoner's attention and he fell in with our group, which continued its laughing and joking until we got outside the courthouse. Then everybody scattered in different directions.

Thomas Wentworth Higginson, Cheerful Yesterdays (Boston and New York, 1898), pp. 135-136.

Harriet Tubman's rescue of a runaway, Charles Nalle, is described by an eyewitness:

> When Nalle was leaving the courthouse, Harriet Tubman, who was in the crowd, walked to Nalle, grabbed him, and ran with him to the dock where Nalle's freedom was accomplished. In the struggle she was repeatedly beaten over the head with policemen's clubs, but she never released her hold. Even as they beat her she didn't flinch. Once on the other side of the water, she put Nalle on a wagon heading west.

Sarah Bradford, Harriet: The Moses of Her People (New York, 1886), pp. 126-127.

Worksheet 6F

THE DRED SCOTT CASE

The Dred Scott case of 1857 tested the constitutionality of the Fugitive Slave Law and the Missouri Compromise.

Read the following article about the Dred Scott decision, then complete the exercise that follows.

T H E A M E R I C A N M O S I A C

Supreme Court to Decide Dred Scott Case

Dred Scott had been a slave in Missouri. His owner took him to Illinois and Minnesota for a while and then back to Missouri. According to the Missouri Compromise of 1820, slavery was permitted in Missouri, but not in the state of Illinois or the territory of Minnesota. Abolitionists helped Scott sue for his freedom, claiming Scott was free because he had lived for a while in parts of the United States where slavery was not allowed. Eventually the case reached the United States Supreme Court.

The Supreme Court had to decide two things. First, did Scott have the right to sue? Clearly, citizens had the right to sue but slaves did not. It had not been clear whether free Blacks were citizens with the right to sue. Second, did the fact that Scott had lived in a free state and a free territory make him a free man?

Exercise:

In the space below:

I. Identify three important facts in this case.

A. _____

B. _____

C. _____

II. Identify two issues that the Supreme Court had to decide.

A. _____

B. _____

Worksheet 6G

DRED SCOTT DECISION

After reading the following excerpt from the Supreme Court's Dred Scott decision, complete the exercise that follows.

> We must decide whether the Constitution gave a single state the power to make Dred Scott a citizen of the United States, with the full rights of citizenship.
>
> The Court thinks not. And if not, then Dred Scott could not be a citizen of the state of Missouri and consequently could not sue in its courts or in the Federal courts.
>
> Now the right to own property, slaves included, is guaranteed in the Constitution. The Government has promised to protect this right if the slave escapes from his owner.
>
> The Constitution recognizes the right of the master to own a slave, just as he can own other forms of property. Congress has no right to make laws denying people rights to their property. It is the opinion of the Court that the Missouri Compromise which prohibited a citizen from owning slaves in the territory north of 36° 30' is not Constitutional. It is therefore void.
>
> Neither Dred Scott, nor any of his family, were free as a result of their stay in the Missouri Territory.

Exercise:

LETTER TO THE EDITOR

Dear Editor:

I hope the people of the United States understand what the Dred Scott decision will mean for the country. In my opinion, it is likely to have the following results:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Worksheet 6H

FREDERICK DOUGLASS ON THE DRED SCOTT DECISION

Black abolitionist and former slave Frederick Douglass gives his comments about the Dred Scott decision below. Complete the exercise that follows.

> You will readily ask me how I am affected by this devilish decision. My answer is, and no thanks to the slaveholding wing of the Supreme Court, my hopes were never brighter than now. I have no fear that the national conscience will be put to sleep by such an open, glaring, and scandalous tissue of lies as that decision is and has been over and over shown to be.
>
> The Supreme Court of the United States is not the only power in this world. It is very great, but the Supreme Court of the Almighty is greater. Such a decision cannot stand. We can appeal from man to God. All that is merciful and just, on earth and in heaven, will despise this edict.
>
> If it were at all likely that the people of these freed states would tamely submit to this judgment, I might feel gloomy and sad over it. And possibly it might be necessary for my people to look for a home in some other country. But as the case stands, we have nothing to fear. In one point of view, we, the abolitionists and colored people, should meet this decision, unlooked for and monstrous as it appears, in a cheerful spirit. This very attempt to blot out forever the hopes of an enslaved people may be one necessary link in the chain of events leading to the downfall and complete overthrow of the whole slave system.

Adapted from: Two Speeches by Frederick Douglass, 1857.

Exercise:

The statements that follow come from the reading above. Place an "F" next to those statements that are facts and an "O" next to those statements that represent statements of opinion.

_____ "My hopes were never brighter than now."

_____ "I have no fear that the national conscience will be put to sleep by such an open, glaring, and scandalous tissue of lies as that decision is and has been over and over shown to be."

_____ "Such a decision cannot stand."

_____ "But as the case stands we have nothing to fear."

UNIT SIX: DIVISION AND REUNION

Learning Activity # 7

Theme: Struggle for Equality

Focus Question: How did the abolitionists attempt to end slavery?

Background:

Abolitionists helped raise the consciousness of Americans at a time when there was widespread apathy and callousness. The abolitionists were generally men and women of good will and various colors who chose to act against the moral wrongs of slavery. As the abolitionist movement grew, many of its proponents came to see slavery as an evil so enormous that it had to be denounced even at the cost of bloodshed.

Despite the attempts at compromise, the United States moved closer and closer to civil war during the 1850s. The novel Uncle Tom's Cabin, written by Harriet Beecher Stowe in 1851, played an important role in creating the momentum leading to war. Uncle Tom's Cabin had the effect of angering both Northerners and Southerners, in that it portrayed a picture of slavery in its violent form. Southerners believed it attacked the South unfairly.

Later during the decade, John Brown's October 1859 raid on Harper's Ferry, the Federal arsenal, seemed to make war inevitable. Brown and his men -- 16 whites and five Blacks -- intended to take arms from the arsenal and give them to slaves who would join his group. Brown's design called for a war against slavery in the South. Brown was captured shortly after the raid. He was tried and convicted of two charges of treason and conspiracy to incite a slave insurrection. Ultimately Brown was hung for his crimes. In many northern quarters Brown became a martyr. Southerners took the Brown incident to be additional evidence that Northerners would use any means available to end slavery.

Major Idea:

. Many Americans believed that slavery was a moral wrong and should be replaced by freedom and respect for HUMAN RIGHTS. These people had limited institutional POWER, but their words and emotions had a great impact on public opinion.

Concepts:

. Change
. Empathy
. Human rights

Performance Objectives: Students will be able to:

. Discuss the methods used by such abolitionists as Harriet Tubman, William Lloyd Garrison, Harriet Beecher Stowe, and John Brown.

. Identify Uncle Tom's Cabin and John Brown.

. Analyze the impact of Uncle Tom's Cabin and John Brown's raid and the differences between the North and the South prior to the Civil War.

. Evaluate the effectiveness of the various abolitionist methods.

Distribute Worksheet 7A, "Harriet Tubman." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What does this worksheet tell us about Harriet Tubman?

- Why does Still say "Someone like her probably was never known before or since"?

- Why was Tubman called "Moses"?

- How can you explain Harriet Tubman saying to slaves that "a live runaway could do great harm by going back, but a dead one could tell no secrets"?

- Was such a threat justified?

- If you were a slave, would you risk the punishment and try to run away?

- As a runaway slave, how would you feel about escaping with Harriet Tubman?

- How important was Harriet Tubman to the anti-slavery crusade?

- If you were alive at the time, would you consider becoming a conduit like Harriet Tubman?

. Distribute Worksheet 7B, "Underground Railroad Song." Have students complete the exercise, then have them explain their answers to the following questions:

- What does this song tell us about the operation of the Underground Railroad?

- Why would slaves sing "Follow the Drinkin' Gourd"?

- How are the slaves' religious beliefs reflected in this song?

- As a slave, would you have been encouraged by this song to escape on the Underground Railroad? Explain.

. Distribute Worksheet 7C, "William Lloyd Garrison." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What is William Lloyd Garrison saying in the first issue of his newspaper?

- Why do you suppose he begins with a quotation from the Declaration of Independence?

- Why does William Lloyd Garrison demand immediate emancipation of the slaves?

- How does Garrison plan to help achieve emancipation?

- If you were a slaveholder reading this newspaper, what would have been your reaction? If you were not a slaveholder, how would you have reacted?

- Would publishing this newspaper be an effective way to fight against slavery? Why or why not?

. Distribute Worksheet 7D, "Uncle Tom's Cabin." Have students read the worksheet, complete the exercise, and explain their answers to the follwoing questions:

- What does this excerpt tell us about Uncle Tom's Cabin?

- As a Northerner how would a book like this affect your feelings about slavery?

- How can you explain why slaveholders were so opposed to the publication of this book?

- To what degree was the publication of Uncle Tom's Cabin responsible for bringing on the Civil War?

. Recreate the trial of John Brown by assigning students to play the following roles: The defendant (John Brown), the defense attorney, the prosecuting attorney, 12 jury members, and the judge. Unassigned students will play the role of newspaper reporters covering the trial.

. Distribute Worksheet 7E, "John Brown's Background" and Worksheet 7F, "John Brown's Trial" to the defendant, defense, and prosecuting attorneys ONLY. Inform the prosecuting attorney that his or her task is to use the information provided on Worksheets 7E and 7F to prove that Brown is guilty of the following charges:

1. Treason against Virginia

2. Planning with others to bring about a slave revolt.

. Inform the defense attorney that it is his or her role to prove Brown's innocence. Each attorney should make up a series of questions to ask Brown about his purpose and actions. The following is a basic agenda for the trial:

. The judge should call for order and have the prosecutor state the charges.

. The prosecutor states the charges and questions Brown. Then the defense attorney questions Brown. Each attorney should then present a summation of their case.

. The jury should deliberate and must reach a unanimous verdict.

. If the verdict is guilty the judge must decide whether Brown should be (1) executed, (2) imprisoned, (3) given a suspended sentence.

. After all procedings are completed, distribute Worksheets 7E and 7F to the jury and to the remainder of the class. Then have students explain their answers to the following questions:

- Summarize the most important facts of Brown's raid on Harper's Ferry.

- As a Northerner, how would you have racted to Brown's raid?

- As a Southerner, how would you have reacted to Brown's raid?

- Based on what you have heard, how would you describe Brown?

- Should Brown be thought of as a hero?

- Brown was found guilty and hung. How does this compare with what happened in our trial? How can you explain any differences? How can you explain this penalty? Was it justified?

Follow-up Activities:

. Have students discuss possible courses of action to end slavery including petitions, a letter-writing campaign or a rally to protest slavery. Determine which actions would be appropriate and/or effective.

. Students can roleplay a group discussion among the different abolitionists on the tactics which they have employed to end slavery.

. Have students brainstorm examples of injustice and/violations of human rights today and develop a plan to help end one of the examples of injustice which they have identified.

Worksheet 7A

HARRIET TUBMAN

Harriet Tubman escaped slavery at the age of 29. She dedicated many years afterward toward helping free other slaves on the Underground Railroad. The Underground Railroad was made up of hiding places in homes and churches that led from the South, often through New York State, into Canada. William Still, a former slave, wrote the account of Harriet Tubman below.

> Harriet Tubman had been..."Moses".... She had faithfully gone down into Egypt, and had delivered these six slaves [to Still] by her own heroism. Harriet was a women with no airs, indeed a more ordinary person could hardly be found among the most unfortunate-looking farm hands of the South. Yet, as for courage, shrewdness and willingness to rescue her fellow-men, by making personal visits to Maryland among the slaves, she was without her equal.
>
> Time and again, she made successful visits to Maryland on the Underground Railroad running daily risks while making preparations for herself and passengers. There were great fears for her safety, but she was fearless. The idea of being captured by slave-hunters or slave-holders, seemed never to enter her mind. She was much more watchful with regard to those she was piloting. Half her time she had the appearance of one asleep, and would actually sit down by the roadside and go fast asleep when on her errands of mercy through the South, yet, she would not allow one of her party to whimper once about "giving out and going back," however tired they might be from hard travel day and night. She enforced one rule, which implied death to any who talked of giving out and going back. Thus, in an emergency she would give all to understand that "times were very critical and therefore no foolishness would be accepted on the road." That several who were very fearful were greatly strengthened by Harriet's direct and encouraging manner and threat of extreme measures, there could be no doubt.
>
> After having begun the trip, "they had to go through or die." Of course Harriet was the boss and her followers generally had full faith in her, and would back up any word she might utter. So when she said to them that "a live runaway could do great harm by going back, but a dead one could tell no secrets," she was sure to have obedience. Therefore, none had to die as traitors. It is obvious enough, however, that her success could be explained by her adventurous spirit and utter disregard of consequences. Someone like her probably was never known before or since.

William Still, The Underground Railroad (Philadelphia: Porter & Coates, 1872).

Worksheet 7A, HARRIET TUBMAN (continued)

Exercise:

In the space provided compose a memorial tribute of no more than 25 words to Harriet Tubman.

HARRIET TUBMAN MEMORIAL

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

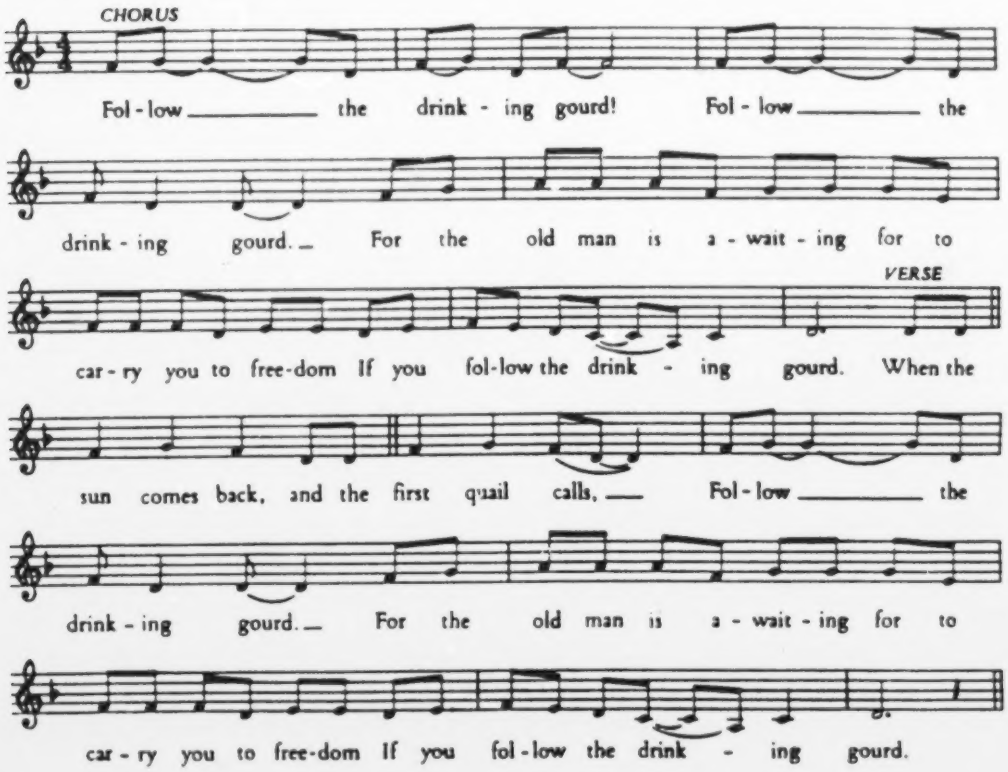
_____

UNDERGROUND RAILROAD SONG

The runaway slaves used the North Star to help them find their direction. After night fell, the slaves located the star at the end of the handle of the Little Dipper and followed it. "Follow the Drinkin' Gourd," a song sung by the escaping slaves, refers to the use of the Little Dipper as a guide to find the road north to freedom.

Follow the Drinking Gourd

by Jeanette Winter



(Repeat Chorus)

The Riverbank makes a very good road,

The dead trees will show you the way.

Left foot, peg foot, traveling on,

Follow the drinking gourd.

(Repeat Chorus)

The river ends between two hills,

Follow the drinking gourd.

There's another river on the other side,

Follow the drinking gourd.

(Repeat Chorus)

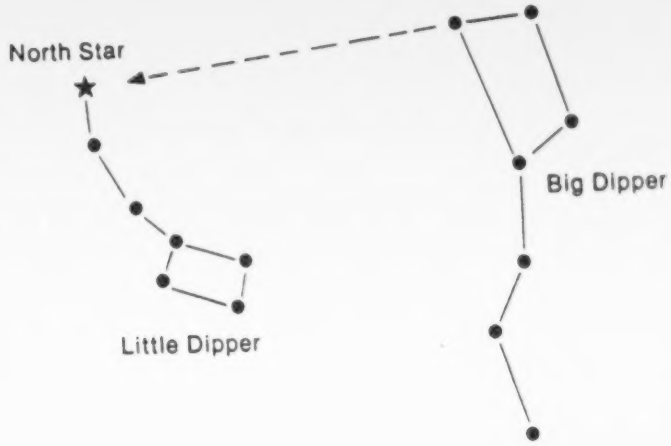
When the great river meets the little river,

Follow the drinking gourd.

For the old man is a-waiting for to carry you to freedom,

If you follow the drinking gourd.

"Follow the Drinkin' Gourd," Words and music by Paul Campbell. TRO, 1951 and renewed 1979. Folkways Music Publishers, Inc., New York.



Exercise:

Check (✓) the conclusions that can be made based on the song, "Follow the Drinkin' Gourd."

_____ Slave songs like "Follow the Drinkin' Gourd," were a form of resistance to slavery.

_____ Religious beliefs were reflected in the songs slaves sang.

_____ Slaves on the Underground Railroad knew the way to freedom.

_____ Slaves used a lot of practical knowledge in making their way to freedom.

_____ Songs like "Follow the Drinkin' Gourd" would discourage slave escapes.

Worksheet 7C

WILLIAM LLOYD GARRISON

William Lloyd Garrison was 25 years old when he began publishing The Liberator from a room on the third floor of Boston's Mechanics Hall. The statement below is excerpted from the very first issue of the paper. In it, Garrison tells what he plans to do in his newspaper.

> Agreeing to the "self-evident truths" stated in the American Declaration of Independence, "that all men are created equal and endowed by their Creator with certain inalienable rights -- among which are life, liberty, and the pursuit of happiness," I shall strongly argue for the immediate emancipation [setting free] of our slave population. In Park Street Church on the fourth of July 1829, in an address on slavery, I (without thinking), agreed to the popular but destructive doctrine of gradual abolition. I seize this opportunity to make a full and clear confession of error, and thus publicly to ask pardon of my God, of my country, and of my brethren, the poor slaves, for having uttered an idea so full of timidity, injustice, and absurdity....My conscience is now satisfied.
>
> I am aware that many object to the harshness of my language. But is there not cause for harshness? I will be as harsh as truth and as uncompromising as justice. On this subject I do not wish to think or speak or write with moderation. No! No! Tell a man whose house is on fire to give a moderate alarm....Tell the mother to gradually free her babe from the fire into which it has fallen. But urge me not to use moderation in a cause like the present. I am in earnest. I will not waver. I will not excuse. I will not retreat a single inch. And I will be heard.

Adapted from The Liberator, January 1, 1831.

Worksheet 7C, WILLIAM LLOYD GARRISON (continued)

Exercise:

Listed below are statements that were made in 1831 and are still made today. Would William Lloyd Garrison agree or disagree with each statement? Give a reason, based on Garrison's first newspaper issue above.

STATEMENTS	GARRISON WOULD AGREE	GARRISON WOULD DISAGREE	REASONS
Justice cannot be compromised.			
Moderation is always the best course.			

Worksheet 7D

UNCLE TOM'S CABIN

After the passage of the Fugitive Slave Law (1850), Harriet Beecher Stowe wrote her best selling novel Uncle Tom's Cabin. Stowe intended to arouse the emotions of people in the United States about the evils of slavery. In the excerpt below Uncle Tom is being ordered by Simon Legree, the overseer, to whip a female slave who has not picked enough during the day. After reading the excerpt complete the exercise that follows.

> "And now," said Legree, "come here, you Tom. You see, I telled ye I didn't buy ye jest for the common work. I mean to promote ye, and make a driver of ye; and tonight ye may jest as well begin to get yer hand in. Now, ye jest take this yer gal and flog her; ye've seen enough on't [of it] to know how."
>
> "I beg Mas'r's pardon," said Tom; "hopes Mas'r won't set me at that. It's what I an't used to -- never did -- and can't do, no way possible."
>
> "Ye'll larn a pretty smart chance of things ye never did know, before I've done with ye!" said Legree, taking up a cowhide and striking Tom a heavy blow across the cheek, and following up the infliction by a shower of blows.
>
> "There!" he said, as he stopped to rest; "now, will ye tell me ye can't do it?"
>
> "Yes, Mas'r," said Tom, putting up his hand, to wipe the blood that trickled down his face. "I'm willin' to work, night and day, and work while there's life and breath in me. But this yer thing I can't feel it right to do; and, Mas'r, I never shall do it -- never!"
>
> Tom had a remarkably smooth, soft voice, and a habitually respectful manner that had given Legree an idea that he would be cowardly and easily subdued. When he spoke these last words, a thrill of amazement went through everyone. The poor woman clasped her hands and said, "O Lord!" and everyone involuntarily looked at each other and drew in their breath, as if to prepare for the storm that was about to burst.
>
> Legree looked stupefied and confounded; but at last burst forth:
>
> "What! ye tell me ye don't think it right to do what I tell ye! What have any of you to do with thinking what's right? I'll put a stop to it! Why, what do ye think ye are? May be ye think ye're a gentleman, master Tom, to be a telling your master what's right, and what an't! So you pretend it's wrong to flog the gal!"
>
> "I think so, mas'r," said Tom; "the poor crittur's sick and feeble; 'twould be downright cruel, and it's what I never will do, nor begin to. Mas'r, if you mean to kill me, kill me; but, as to my raising my hand agin any one here, I never shall -- I'll die first!"

Adapted from: Harriet B. Stowe, Uncle Tom's Cabin, Chapter 33.

Worksheet 7D, UNCLE TOM'S CABIN (continued)

Exercise:

Review the reading above and underline and number three different parts that anger you most about slavery and slaveholders.

Worksheet 7E

JOHN BROWN'S BACKGROUND

Assume that the following information about John Brown's actions were revealed in evidence presented by witnesses.

1. In 1855, John Brown followed five of his sons to the Kansas territory, which was a battleground between forces favoring and opposing slavery. With four of his sons and three other men he staged an attack on a Southerner's cabin, where they killed three men. Later, they killed two more Southerners. While none of the Southerners had slaves, they supported the slave system.

2. After leaving Kansas, Brown made known his future plans. He could raise a small army in the North and move south. He would set up a base in the Virginia mountains. He would then help free Virginia's slaves. After this he hoped all slaves would rise up and gain their freedom.

3. In July 1859, Brown rented a farm in northern Virginia, about five miles from Harper's Ferry, where the United States government stored some of its arms.

4. On October 16, Brown and his men, 16 whites and 5 Blacks, captured the warehouse where the guns were stored. Some of Brown's men took some slaveholders as prisoners.

5. Brown and his men hid in a fire-engine house in Virginia. They were surrounded by 1,500 United States soldiers and marines. Brown and his men refused to surrender. One by one each was shot down. Brown, already wounded, was captured when the Marines beat down the door of the firehouse and knocked Brown out.

Worksheet 7F

JOHN BROWN'S TRIAL

The reading below came from a press conference John Brown held at the time of his trial.

Mr. Mason: What was your object in coming?
Mr. Brown: We came to free the slaves, and only that.
A Young Man (in the uniform of a volunteer company): How many men were you in all?
Mr. Brown: I came to Virginia with 18 only, besides myself.
Bystander: Do you consider this a religious movement?
Mr. Brown: It is, in my opinion, the greatest service a man can give to God.
Bystander: Do you consider yourself an instrument in the hands of Providence?
Mr. Brown: I do.
Bystander: Upon what principle do you justify your acts?
Mr. Brown: Upon the golden rule. I pity the poor in bondage that have none to help them; that is why I am here; not to satisfy any personal hate or revenge. It is my sympathy with the oppressed and the wronged, that are as good as you and as precious in the sight of God. I don't think the people of the slave states will ever consider the subject of slavery in its true light till some other argument than a moral one is used.
Mr. Vallandigham: Did you expect a general rising of the slaves in case of your success?
Mr. Brown: No, sir, nor did I wish it; I expected to gather them up from time to time and set them free.
Reporter of the Herald: I do not wish to annoy you; but if you have anything further you would like to say I will report it.
Mr. Brown: I have nothing to say, only that I claim to be here in carrying out a measure I believe perfectly justifiable. I wish to say, furthermore, that you had better -- all you people of the South -- prepare yourselves for a settlement of that question that must come up for settlement sooner than you are prepared for it. You may get rid of me very easily. I am nearly gotten rid of now. But this question is still to be settled -- this Negro question, I mean; the end of that is not yet.

Adapted from: New York Herald, 1859, p. 264. In Marion Brady and Howard Brady, Ideas and Action in American History (Englewood Cliffs, NJ: Prentice-Hall, 1977). Permission pending.

Worksheet 7G

JOHN BROWN'S SONG

The song below was written about John Brown, and is sung to the tune of "Battle Hymn of the Republic."

JOHN BROWN SONG!

John Brown's body lies a mouldering in the grave,
John Brown's body lies a mouldering in the grave,
John Brown's body lies a mouldering in the grave,
His soul's marching on!

CHORUS.

Glory Hally, Hallelujah! Glory Hally Hallelujah! Glory Hally Hallelujah!
His soul's marching on!

He's gone to be a soldier in the army of the Lord,
He's gone, &c
He's gone, &c.
His soul's marching on!

CHORUS.

Glory Hally, Hallelujah! &c.
His soul's marching on!

John Brown's knapsack is strapped upon his back—
John Brown's, &c.
John Brown's, &c.
His soul's marching on!

CHORUS.

Glory Hally, Hallelujah! &c.
His soul's marching on!

His pet lambs will meet him on the way—
His pet lambs, &c.
His pet lambs, &c.
They go marching on!

CHORUS.

Glory Hally, Hallelujah! &c.
They go marching on!

They will hang Jeff Davis to a tree!
They will hang, &c.
They will hang, &c.
As they march along!

CHORUS.

Glory, Hally, Hallelujah! &c.
As they march along!

Now, three rousing cheers for the Union!
Now, &c.
Now, &c.
As we are marching on!

CHORUS.

Glory Hally, Hallelujah! Glory Hally, Hallelujah! Glory, Hally, Hallelujah!
Hip, Hip, Hip, Hip, Hurrah!

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UNIT SIX: DIVISION AND REUNION

Learning Activity #8

Focus Question: Did Abraham Lincoln's election in 1860 make the Civil War inevitable?

Background:

The presidential election of 1860 was a four-way race in which all positions on the slavery issue were represented. The Democratic party had split. Northern Democrats supported popular sovereignty and backed Stephen A. Douglas. Southern Democrats supported the Dred Scott decision and backed John C. Breckinridge of Kentucky.

The Republicans chose Abraham Lincoln as their candidate. They hoped that Lincoln's belief that slavery should be allowed to continue in areas where it already existed -- a point of view he had voiced earlier in a debate with Stephen Douglas -- would win some Southern votes. In their platform, however, the Republicans continued to oppose slavery in the territories.

A fourth candidate, John Bell of Tennessee, was nominated by the new Constitutional Union Party. This party strongly supported the Union and the Constitution.

Abraham Lincoln won the election, largely with support from the North and the West. He won a majority of the electoral votes, but only 40% of the popular vote. Thus, Lincoln was the choice of less than half of the voters.

With Lincoln's election, a tragic chain reaction of secession began to explode. South Carolina had threatened to leave the Union if the "Illinois baboon" were elected, and in December of 1860 it carried out its threat. During the next six weeks, six other states of the lower South followed South Carolina.

During the months before Lincoln's inauguration, the aging, outgoing President Buchanan adopted a wait-and-see policy. Meanwhile, some frantic attempts at compromise designed to appease the South failed when Lincoln refused to yield on the issue of the extension of slavery into the territories.

Although his first inaugural speech was conciliatory toward the South, Abraham Lincoln stood firmly against secession. Lincoln's advisors, however, did present him with conflicting opinions. Abolitionists who wanted to end slavery favored the split between Union and Confederacy. Other advisors wanted to avoid war with the Confederate states. Lincoln's closest advisors warned that war with the Confederacy was inevitable. They believed that the only question was: How soon would the fighting start?

President Lincoln wanted to make sure that if war came, the Confederate forces fired the first shots. This would permit the Union forces to appear as defenders, not agressors. This scenario would allow the border states to remain in the Union, rather than follow their attacked fellow slaveholders into the Confederacy.

Indeed, this is just the scenario that developed when Lincoln decided to adopt a middle-of-the-road position and send provisions only to the federal Fort Sumter in Charleston Harbor, within Confederate borders. In Southern eyes,

any such "provisioning" spelled "reinforcements" and the Carolinians opened fire on the fort, marking the beginning of the Civil War.

Few issues have generated as much controversy among American historians as the causes of the War for Southern Independence. Opinions have naturally differed according to section of the country, but in general the appraisals of the war have gone through four phases.

The so-called nationalist school in the late nineteenth century found slavery and the Union to be the fundamental causes of the bloodletting. In the early 20th century, some writers, notably Charles Beard, argued that the war was not about slavery per se, but about the basic economic conflict between an industrial North and an agrarian South. In the period after World War I, some historians argued that the Civil War was traceable not to any fundamentally "irreconcilable conflict," whether racial or economic, but to the breakdown of political institutions and the ineptitude of a blundering generation of leaders. But since World War II, a "neo-nationalist" view has prevailed. It pictures the Civil War as an all but inevitable clash between two cultures and two sets of social values, ending in victory for the forces of progress.

Major Ideas:

. Because Northern and Southern leaders misjudged each other's intentions and failed to reach agreement on the issue of slavery in the territories, civil war became inevitable.

. The Civil War began partly because of basic differences between the North and South and partly because leaders of each section misjudged the intentions of the other.

. The economic and cultural conflict between the North and the South provided an additional reason for hostilities between the two sections.

Concepts:

. Choice
. Human Rights

Performance Objectives: Students will be able to:

. Explain Abraham Lincoln's positions, articulated before 1860, on slavery and the Union.

. Make inferences about the positions various segments of the United States population would take in the presidential election of 1860.

. Describe the results of the election of 1860 and its impact on the Southern states.

. Evaluate the extent to which Lincoln's election made the Civil War inevitable.

Development:

. Distribute Worksheet 8A, "Lincoln Debates Douglas in Illinios." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What do these statements tell us about Abraham Lincoln? About Stephen A. Douglas?

- How did Lincoln and the Republican Party view slavery? What was Douglas's opinion of the slavery issue?

- Was Lincoln an abolitionist? Explain. Why did Lincoln believe slavery was a threat to the Union? Do you agree with his position? Explain.

- How did Douglas think the issue of slavery in the territories should be decided?

- How did Lincoln feel about the extension of slavery into the territories? Why do you think he felt this way?

- Which section of the country would you expect to agree with Douglas's view? Why? Lincoln's view? Why?

. Distribute Worksheet 8B, "Campaign for the Presidency: 1860." Have students, working in pairs or small groups, read and complete the activity on the worksheet. Then have them explain their answers to the following questions:

- What does this activity tell us about the issues that were important in the election of 1860?

- How did you decide which section of the country each citizen was from and which candidate each citizen would support?

- Which of the voters here would support the most extreme anti-slavery position?

- Choose an issue likely to be current in the next presidential election. Can you separate four positions on that issue as different as those in the readings? Is any issue today likely to divide the nation as seriously as slavery did?

. Distribute Worksheet 8C, "Election Results." Have students examine the map and chart, complete the exercise, and explain their answers to the following questions:

- What was the result of the election of 1860?

- Which states did John Bell carry? What does this tell us about attitudes and opinions in those states?

- Lincoln was called a "minority president" by the South. Why? He was also called a "sectional president." Why? How was it possible that Lincoln won the election without getting a majority of the popular votes?

- As a white Southern slaveholder in 1860, how do you think you would have felt about Abraham Lincoln's election to the presidency?

. Distribute Worksheet 8D, "Frederick Douglass on Lincoln's Election." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- How did the abolitionist Frederick Douglass react to Lincoln's election?

- According to Douglass, how did Lincoln's election impact on the anti-slavery cause?

- Do you agree with Douglass's views? Explain.

. Distribute Worksheet 8E, "Secession." Have students read the worksheet and explain their answers to the following questions:

- What does the newspaper page tell us about South Carolina's response to Lincoln's election?

- How did Mississippi justify its decision to secede from the United States of America?

- Why, according to Mississippi's declaration, is any anti-slavery action a violation of the national compact of union?

- As the new president-elect, how would you have reacted to the secession of South Carolina and Mississippi from the Union? What steps, if any, would you have planned to take with respect to those states?

. Distribute Worksheet 8F, "Lincoln Faces Crisis." Divide the class into small groups and have each group read and work together to complete the decision chart on the worksheet. Have the groups report the decisions they would have had Lincoln make.

. Tell students that Lincoln decided that he would not give up Fort Sumter. He was prepared to fight if necessary. But, desiring to keep the border states from seceding, he chose to let the South fire the first shot and so he sent only supplies to Fort Sumter. The Civil War began when Confederate forces, interpreting Lincoln's action as agressive, fired the first shot.

. Have students explain their answers to the following questions:

- What does this activity tell us about the immediate cause of the Civil War?

- How did the crisis over Fort Sumter lead to war between the United States and the Confederacy?

- Why was Lincoln's decision regarding Fort Sumter a difficult one?

- How might the border states have reacted to a march of federal troops on Fort Sumter?

- Did Lincoln do the right thing concerning Fort Sumter? Why or why not?

- What do you think caused the Civil War?

- Did the election of Abraham Lincoln as president make the outbreak of war inevitable? Why or why not?

. Distribute Worksheet 8G, "Secession and War." Have students examine the map and the cartoon and complete the exercises.

. Distribute Worksheet 8H, "The Bonnie Blue Flag: Northern and Southern Versions." Try to obtain recordings of the songs. Have students write a list of the things they learned about the Civil War from the two songs. Review students' lists and discuss their answers to the following questions:

- What reasons for secession are given in the Southern song?

- What more specific reasons does the song imply but not refer to directly?

- What is the shame to which the last verse of the Southern version refers?

- How do both songs express feelings about their leaders?

- What reasons for fighting are expressed in the Northern song?

- Explain the meaning of the phrase "you cut the silver cord."

- Does the Northern song express abolitionist sentiments?

- According to the Northern song, which side would be responsible for reconciliation after the war?

- Why do you think the Northern writer used the same tune as the Southern writer?

. Distribute Worksheet 8I, "Causes of the Civil War." Have students complete the worksheet, then have them explain their answers to the following questions:

- What does this worksheet tell us about how historians viewed the causes of the Civil War?

- Why do you think that there are differences of opinion on the causes of the Civil War?

- How can these statements be categorized as political, social or economic?

- With which statement do you most agree? Why?

- Do you agree with much of the modern scholarship that points to slavery as the cause of the war? Why or why not?

- What causes, if any, did these statements fail to consider? Explain.

Follow-up Activities:

- Since the 1960s, presidential debate has been a media institution in the United States. Although the format of the debate has varied it has generally been structured this way: The candidates give introductory remarks (order chosen by lot) and then are asked a series of questions on various issues. Everyone must answer the same queries, which are posed by reporters. The order of answering is varied to give each candidate an equal opportunity to be heard. After every response the other candidates are given an opportunity to make brief rebuttals. Finally, candidates in reverse order from the opening make concluding or summarizing remarks. Using these rules, have students stage a presidential debate for the 1860 election. Remember there were four candidates, so this project will involve some research.

- Some people advised President Lincoln to let the South secede from the Union. If he had taken this advice and the South had been allowed to leave the United States, what do you think might have been the future consequences for the nation?

- Have students imagine that it is the 2060; New York State has decided to secede from the United States 200 years after the Civil War. Have them write an essay describing the reason for "secesion" and the response of the United States government.

- Have students design campaign posters supporting the election of Lincoln.

- Have students write letters to the editor from a slave, a woman in a northern factory, and a southern plantation owner describing who they favor in the election of 1860 and why.

Worksheet 8A

LINCOLN DEBATES DOUGLAS IN ILLINOIS

In 1858, Abraham Lincoln, a self-made man born in a log cabin in Kentucky, met Stephen A. Douglas in a series of debates. They were both running for the position of United States senator from Illinois. Pretend that as a citizen of Illinois in 1858 you are interested in their views, especially on the spread of slavery into the territories. Read the speeches below, and then write a letter to the editor supporting one of the candidates and giving reasons for opposing the other.

Mr. Douglas:

If you desire Negro citizenship, if you want to allow them to come into the state and settle with the white man, if you want them to vote like yourselves, and to make them eligible to office, to serve on juries and to judge your rights, then support Mr. Lincoln and the Republican Party, who are in favor of the citizenship of the Negro.

For one, I am opposed to Negro citizenship in any and every form. I believe this government was...made by white men for the benefit of white men and their posterity forever.

Adapted from: T. Bailey and D. Kennedy, The American Spirit, Vol. 1 (Lexington, Mass.: D.C. Heath and Company, 1984), p. 390.

Mr. Lincoln:

My Fellow Citizens: When a man hears himself somewhat misrepresented, it provokes him -- at least, I find it so with myself....

I will say here, while upon this subject, that I have no intention directly or indirectly to interfere with the institution of slavery in the states where it exists. I believe I have no lawful right to do so. I have no intention to introduce political and social equality between the white and the black races.

I have never said anything to the contrary, but I hold that, notwithstanding all this, there is no reason in the world why the Negro is not entitled to all rights listed in the Declaration of Independence, the right to life, liberty, and the pursuit of happiness. I hold that he is as much entitled to these as the white man. I agree with Judge Douglas he is not my equal in many respects. But in the right to eat the bread, without leave of anybody else, which his own hand earns, he is my equal and the equal of Judge Douglas, and the equal of every living man.

Adapted from: The American Spirit, pp. 390-392.

Mr. Douglas:

In my opinion our government can endure forever, divided into free and slave states as our fathers made it -- each State having the right to prohibit, abolish, or allow slavery, just as it pleases.

Our fathers knew when they made the government that the laws and institutions which were well adapted to the Green Mountains of Vermont were unsuited to the rice plantations of South Carolina. For this reason this Union was established on the right of each state to do as it pleased on the question of slavery, and every other question; and the various states were not allowed to complain of, much less interfere with, the policy of their neighbors.

Adapted from: Richard Hofstadter, Great Issues in American History, Vol. 1, p. 377. Permission pending.

Mr. Lincoln:

The real issue in this controversy -- the one pressing upon every mind -- is the feeling on the part of one class that looks upon slavery as a wrong, and of another class that does not look upon it as a wrong. The sentiment that thinks slavery in this country as a wrong is the sentiment of the Republican party.... They insist that slavery should as far as may be, be treated as a wrong; and one of the methods of treating it as a wrong is to make provision that it shall grow no larger.

On this subject of treating it as a wrong, and limiting its spread, let me say a word. Has anything ever threatened the existence of this Union save and except this very institution of slavery?.... What is it that we hold most dear amongst us? Our own liberty and prosperity. What has ever threatened our liberty and prosperity, except slavery? If this is true, how do you propose to improve the condition of things by enlarging slavery -- by spreading it out and making it bigger? You may have a cancer upon your person, and not be able to cut it out, lest you bleed to death; but surely it is no way to cure it, to engraft it and spread it over your whole body. That is no proper way of treating what you regard a wrong.

Adapted from: Great Issues in American History, pp. 379-380. Permission pending.

Exercise:

THE AMERICAN MOSAIC

LETTER TO THE EDITOR

I endorse Mr. _____ in his bid to be our senator. My reasons for supporting him are _____

_____

_____

_____

_____

_____

_____

_____

I disagree with the opposing candidate regarding_____ because _____

_____

_____

_____

_____

_____

Worksheet 8B

CAMPAIGN FOR THE PRESIDENCY: 1860

In 1860, Abraham Lincoln ran for the presidency. One of his three opponents was Stephen Douglas, the Democrat who had defeated him two years earlier in the Illinois senate race.

Exercise:

The positions of the four presidential candidates in 1860 are summarized in the chart below. Study the chart and then read the four descriptions of typical citizens of the United States at that time. Decide (a) whether each person would most likely have lived in the North, South, or the West, and (b) which candidate each one would have supported in the election 1860.

CANDIDATE	PARTY	POSITIONS
Abraham Lincoln	Republican	Opposed further extension of slavery. Favored protective tariff, internal improvement, free land in the west.
Stephen Douglas	Northern Democrat	Favored "popular sovereignty," that is, letting the people of a territory decide whether slavery should be allowed there.
John Breckinridge	Southern Democrat	Favored extension of slavery.
John Bell	Constitutional Unionist	Asked support for the Union; avoided a stand on slavery.

1. Sarah Johnson has been a merchant in a large city for many years. She purchases goods from the west to sell to the people in her state. Some of the products are exported to other states. She has always lived well. She subscribes to an abolitionist newspaper and feels strongly that slavery ought to be abolished. She is sure that war will not come, regardless of what happens to slavery.

   a. Sarah Johnson probably lives in the _____.

   b. If women were allowed to vote in 1860, she would probably vote for

   _____ because _____

   _____.

2. Claude Lebeau manages a large rice plantation, In some years, he has also had a good sugar-cane crop. His plantation requires cheap labor to care for and harvest the crops. He believes that people trying to abolish slavery are absurd. He has often spoken with his friends about why the nation should be divided into two parts. While he waits, he has been drilling with the local militia.

   a. Claude Lebeau probably lives in the _____.

   b. He will probably vote for _____because

   _____.

3. Theodore Schmidt has a large farm on which he raises grain and produce for other markets. He ships his products across the country using river barges and railroads. He does not see why there is so much fuss about slavery. Slavery has never been a big issue in his state. On the other hand, he really does not want to see slavery extended to any of the new territories. In 1858 he heard Lincoln debate Douglas. He thinks that the nation must remain together.

   a. Mr. Schmidt probably lives in the _____.

   b. He will probably vote for _____ because

   _____.

4. James Bracken is a small-town newspaper publisher. He has been trying to convince the people in his community that slavery is a dying institution and need not be an issue in the nearby territories. All he has succeeded in doing is making everyone mad at him. Mr. Bracken has himself served in the state legislature and has considered running for the House of Representatives. He has campaigned for freinds who supported the building of railroads across the country to increase trade. He has now decided that if the question of slavery is not mentioned, maybe it will simply die away.

   a. Mr. Bracken probably lives in the _____.

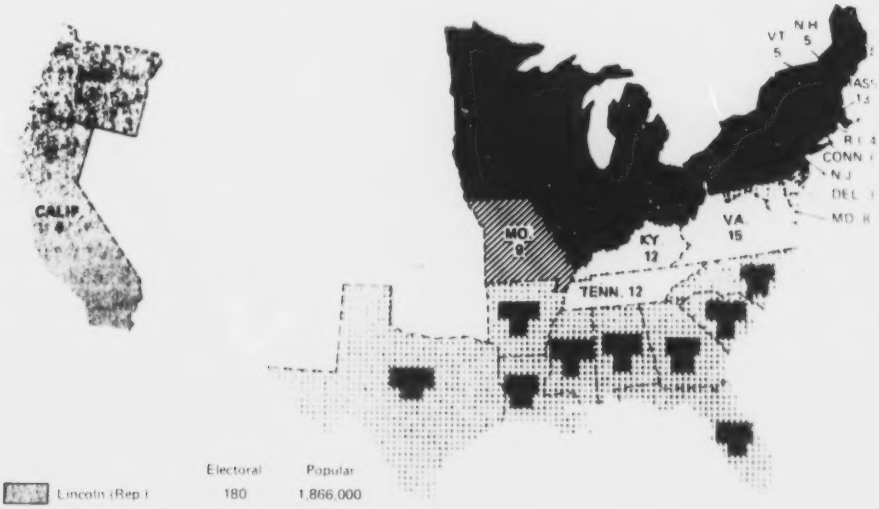
   b. He will probaly vote for _____ because

   _____.

Worksheet 8C

ELECTION RESULTS

The map and chart below describe the results of the election of 1860. Study them carefully and answer the questions that follow.



	Electoral	Popular
Lincoln (Rep.)	180	1,866,000
Douglas (Dem., No.)	12	1,383,000
Breckinridge (Dem., So.)	72	848,000
Bell (Con. U.)	39	593,000

John Blum, et al., The National Experience: A History of the United States, (New York: Harcourt, Brace, Jovanovich), p. 314. Permission pending.

. What is the title of the map/chart? _____

_____

. The winner of a presidential election is the candidate who gets a majority of the electoral votes. Who won the election of 1860? _____

_____

. From what part of the country did Abraham Lincoln receive most of his support? _____

. Which candidate took second place in the election? _____

. How many electoral votes did the runner-up receive? _____

. How many popular votes did Abraham Lincoln receive? _____

. What percentage of the total popular votes did the winner of the election of 1860 recieve? _____

Worksheet 8D

FREDERICK DOUGLASS ON LINCOLN'S ELECTION

The election of Abraham Lincoln in 1860 brought this comment from Frederick Douglass, the Black abolitionist and editor of the The Liberator.

> I have been asked to comment regarding the effect of Mr. Lincoln's election on the people in bondage. Some might be tempted to answer, "It will have little effect." I disagree and feel it important to explain my reasons. Since its founding, this nation has been led by those committed to keeping my people in chains. Any would-be leader of this nation required their backing. Suddenly, things have changed. Lincoln is not beholden to the same group. The North has learned of its power and the South has learned of its loss of power. While electing Lincoln might not have the same effect as electing William Lloyd Garrison (a leading abolitionist), it has been demonstrated that a person who is believed to be against slavery can win the support of this nation's voters.

Adapted from: Douglass' Monthly, 1860.

Exercise:

Circle the number on the scale below that best identifies Frederick Douglass's evaluation of Lincoln's election in 1860. Explain the reasons for your answer using the space provided.

0	1	2	3
No gain for anti-slavery cause	Some small gain for cause	Substantial gain for abolition	Tremendous gain for cause

My reason for circling # ____ as Douglass' position is _____

_____

_____

_____

_____

_____

_____

Worksheet 8E

SECESSION

When word of Lincoln's election reached South Carolina, a special convention in that state took steps which are reflected in the newspaper article below. Soon after, Mississippi followed South Carolina's lead, for reasons explained in its declaration.

CHARLESTON MERCURY

EXTRA:

Passed unanimously at 1.15 o'clock, P. M. December 20th, 1860.

AN ORDINANCE

To dissolve the Union between the State of South Carolina and other States united with her under the compact entitled "The Constitution of the United States of America."

We, the People of the State of South Carolina, in Convention assembled, do declare and ordain, and it is hereby declared and ordained,

That the Ordinance adopted by us in Convention, on the twenty-third day of May, in the year of our Lord one thousand seven hundred and eighty-eight, whereby the Constitution of the United States of America was ratified, and also, all Acts and parts of Acts of the General Assembly of this State, ratifying amendments of the said Constitution, are hereby repealed; and that the union now subsisting between South Carolina and other States, under the name of "The United States of America," is hereby dissolved.

THE

UNION IS DISSOLVED!

MISSISSIPPI'S DECLARATION

The Union was formed by the several states for the purpose of mutual advantage and protection. The several states are distinct sovereignties, whose supremacy is limited only in so far as they voluntarily delegated powers to the federal government. When that government fails to accomplish the ends for which it was established, the parties to the agreement have the right to take back such delegated powers.

The institution of slavery existed prior to the formation of the federal Constitution. All efforts to reduce its value, or lessen its duration -- by Congress or any of the free states -- are a violation of the compact of union and are destructive of the ends for which it was established. But in defiance of the principles of the Union thus established, the people in the Northern states have assumed a revolutionary position towards Southern states.

They have enticed our slaves from us and by state intervention prevented their return under the fugitive slave law.

They declare their determination to exclude from admittance into the Union any new state that tolerates slavery in its constitution.

Therefore, the Legislature of the state of Mississippi resolves that the secession of each aggrieved state is the proper remedy for these injuries.

Adapted from Davidson and Batchelor, A History of the Republic, Vol. I, p. 558, 559. Permission pending.

Worksheet 8F

LINCOLN FACES A CRISIS

Even before Lincoln was inaugurated, six Southern states had joined with South Carolina in peacefully seceding from the United States of America. These states announced that a new nation, the Confederate States of America, was born.

In his first Inaugural Address on March 4, 1860, the new President Abraham Lincoln told the nation that secession was wrong, that he would not threaten slavery where it already existed, and that he wanted to keep the border states (eight slave states that had not to that date seceded) in the Union. Lincoln finally pleaded that North and South be "not enemies, but friends."

On the day after the inauguration, Lincoln faced a great decision. Fort Sumter, in Charlestown harbor, was a federal fort inside the borders of the Confederacy. Lincoln was told that if Fort Sumter did not receive food and provisions soon, it would have to surrender to the Confederacy. What would President Lincoln do?

Exercise:

Decision: What should be done about the federal arsenal inside Confederate borders at Fort Sumter?

LINCOLN'S OPTIONS	ADVANTAGES	DISADVANTAGES
1. Send in federal troops to forcefully provision Fort Sumter.		
2. Don't send food and provisions. Let the South have Fort Sumter.		
3. Send needed supplies only. Send no troops.		
4. Other _____ _____ _____		

Worksheet 8F, LINCOLN FACES A CRISIS (continued)

As President Lincoln, with regard to the Fort Sumter crisis, I would _____

_____

_____

_____. I would take this action for several

reasons. _____

_____

_____

_____

_____

_____

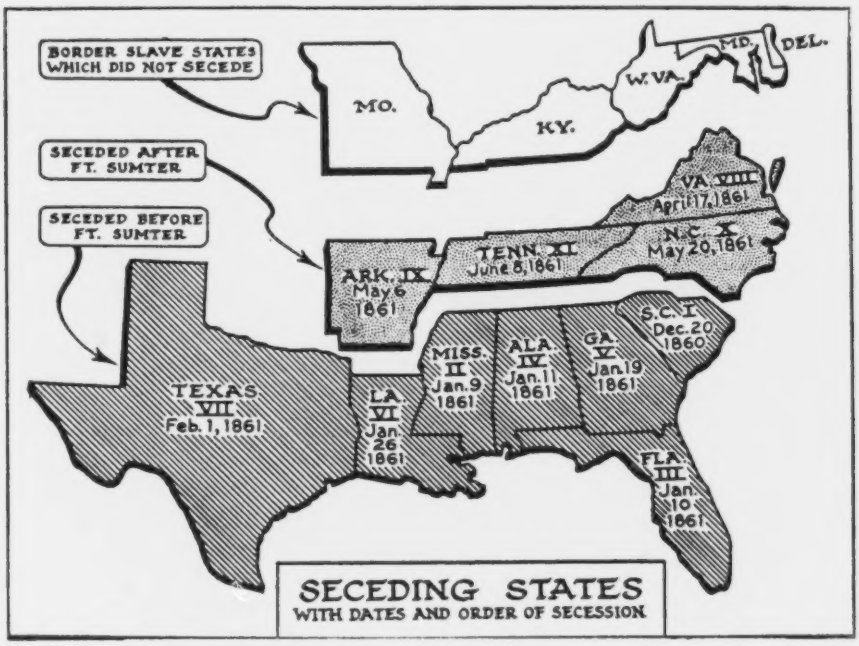
_____

_____

Worksheet 8G

SECESSION AND WAR

The map below shows the states that seceded before and after Confederate batteries opened fire on Fort Sumter -- prior to the arrival of federal relief ships -- starting the Civil War.



Thomas A. Bailey and David M. Kennedy, The American Spirit, Vol. 1 (Lexington, Mass.: D.C. Heath and Company, 1984), p. 402.

Exercise:

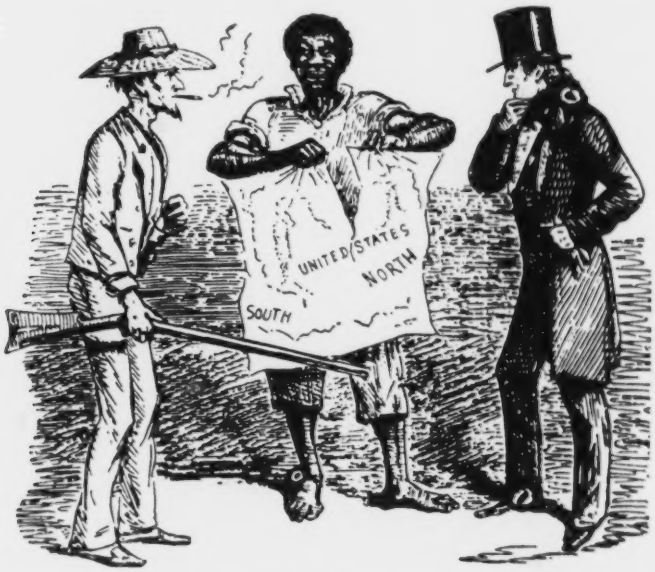
Answer the following questions based on information from the map.

- What is the title of the map? _____
- Which was the first state to secede from the Union? _____
- When did the state of Virginia secede? _____
- Name the five border slave states that decided not to join the confederacy.

_____, _____, _____,

_____, _____.

The cartoon below, published in the British journal Punch four years before Lincoln was elected President, comments on the crisis that would result in the Civil War.



THE DIS-UNITED STATES—A BLACK BUSINESS

_____

Illustration from: The American Spirit, p. 389.

Exercise:

Base your answers to the following questions on the cartoon.

- What is the title of this cartoon? _____
- Who do the three men pictured represent? _____

  _____
- What is the man in the middle doing? _____

  _____
- What does the cartoon see as the cause of problems between North and South?

  _____

  _____

Worksheet 8H

THE BONNIE BLUE FLAG

An early Confederate flag showed a white star on a solid blue background. The first song below was written in honor of that flag. The second song is a Northern version of the song that used the same tune. What can you learn about the Civil War from both songs?

THE BONNIE BLUE FLAG (Southern version) Harry McCarthy

We are a band of brothers, and native to the soil,
Fighting for our liberty, with treasure, blood and toil
And when our rights were threatened, the cry rose near and far,
Hurrah for the Bonnie Blue Flag, that bears a single star!
Chorus: Hurrah! Hurrah! for the Bonnie Blue Flag that bears a single star!

As long as the Union was faithful to her trust,
Like friends and brethren kind were we, and just;
But now, when Northern treachery attempts our rights to mar,
We hoist on high the Bonnie Blue Flag, that bears a single star! (Chorus)

First gallant South Carolina nobly made the stand,
Then came Alabama and took her by the hand;
Next quickly Mississippi, Georgia, and Florida,
All raised on high the Bonnie Blue Flag, that bears a single star! (Chorus)

Ye men of valor gather round the banner of the right,
Texas and fair Louisiana join us in the fight:
With Davis, our loved President, and Stephens, statesmen fair
We'll rally round the Bonnie Blue Flag that bears the single star. (Chorus)

Then here's to our Confederacy, strong we are and brave,
Like patriots of old we'll fight, our heritage to save;
And rather than submit to shame, to die we would prefer,
So cheer for the Bonnie Blue Flag that bears a single star. (Chorus)

THE BONNIE BLUE FLAG (Northern version) J. L. Geddes

We're fighting for our Union, we're fighting for our trust,
We're fighting for that happy land where sleeps our fathers' dust.
It cannot be dissevered though it cost us bloody wars.
We never can give up the land where float the Stripes and Stars.
Chorus: Hurrah! Hurrah! for equal rights Hurrah!
Hurrah for the brave old flag that bears the Stripes and Stars.

We treated you as brothers until you drew the sword,
With impious hands at Sumter you cut the silver cord,
So now you hear our bugles; we come the sons of Mars,
We rally round that brave old flag that bears the Stripes and Stars.
(Chorus)

We do not want your cotton, we care not for your slaves,
But rather than divide this land we'll fill your Southern graves,
With Lincoln as our chieftain, we'll wear our country's scars,
We rally round that brave old flag that bears the Stripes and Stars.
(Chorus)

And when this war is over, we'll each resume our home
And treat you still as brothers where ever you may roam.
We'll pledge the hand of friendship, and think no more of wars,
But dwell in peace beneath the flag that bears the Stripes and Stars!
(Chorus)

Worksheet 8I

CAUSES OF THE CIVIL WAR

If a discussion were held among people who lived through or studied the Civil War, they might have stated the causes of the war in the following manner. After reading the discussion, indicate the historian with whom you agree. Then explain your reasons.

Historian 1: The United States has become two separate societies. The North is industrialized and has always attracted people whose energies were directed toward business and industry. The South is an agricultural society where cotton is king.

Historian 2: The issue of slavery is the only issue to consider. Without slavery there would have been no questions concerning the extension of slavery into the territories.

Historian 3: The federal government has repeatedly taken away the powers that were reserved to the states in the Constitution. After frequent violations of the states' powers, it was justified for the states to secede from the Union.

Historian 4: It's all a question of leadership. The United States did not have an effective leader who could have addressed the problems before they became so destructive.

Historian 5: (your opinion) _____

_____

_____

_____

_____

_____

Learning Activity #9

Focus Question: How fairly matched were the North and South at the start of the Civil War?

Background:

The Civil War pitted the industrialized North against the agrarian South in a struggle that lasted far longer than was anticipated at its inception.

On the face of it, the Union had overwhelming advantages. It had a population of 22 million. The Confederacy had 9.5 million people, of whom 3.5 million were slaves. The Union had most of the mineral deposits -- iron, coal, copper, and other metals. Eighty-six percent of the nation's factories were located in the North. The North had 2.5 times the railroad mileage of the South. Almost every ship in the navy stayed with the Union.

The Union's greatest asset, however, turned out to be not its wealth but Abraham Lincoln. Lincoln was able to convince the North that the very survival of democracy and freedom depended on preserving the Union. "Every war has its political no less than its military side," one historian has written. "Lincoln's genius was the management of the political side."

Although the South lacked many important resources for winning the war, it did have superior generals. One-third of the career officers in the United States Army resigned to join the Confederacy. The Confederacy had another advantage: it would be fighting a defensive war. Soldiers defending their homes generally have more will to fight than soldiers of the invading army. Futhermore, maintaining the supply lines of an invading army puts a great strain on resources.

Major Idea:

. At the war's start each side was optimistic that the conflict would be brief. Neither side was prepared for war, particularly one that would last a long time.

Concepts:

. Power
. Scarcity

Performance Objectives: Students will be able to:

. Compare and contrast the strengths and weaknesses of the North and South at the outset of the war.

. Recognize the optimism felt by both sides at the war's start.

. Determine which side should have been favored to win the Civil War.

Development:

. Distribute Worksheet 9A, "Resources of the North and South." Have students complete the exercise and explain their answers to the following questions:

- What do these graphs show us about how prepared the North and the South were for war in 1861?

- How did the resources of the North compare with the resources of the South?

- Why would the North's manufacturing advantage aid it in the war?

- What factors can explain why the South was so far behind in manufacturing?

- How did the North's advantage in railrooads aid it in the war?

- Which factor in the graphs do you think gave the North its greatest advantage?

- Given the fact that the South was so far behind in manufacturing and transportation, how could Southerners have thought they could win the war?

- If you were making predictions in 1860, what other information about the North and South would you want to know before deciding which side would win a war?

. Have students write a letter to Jefferson Davis, the President of the Confederacy, advising him on the wisdom of going to war against the North. Tell them to back up their advice with factual information drawn from Worksheet 9A.

. Distribute Worksheet 9B, "Optimism Fades." Have students complete the exercise and explain their answers to the following questions:

- What do these sources suggest about the feelings of Northerners at the start of the Civil War?

- How does the journalist's account show the change that soon occurred in people's attitudes toward the war?

- Why would the people of Washington, D.C. go out to watch the first battle of the war as if it were a show?

- Would you go out to watch a battle between armies as so many Washingtonians did? Why or why not?

- How does the photograph illustrate the optimism felt by Union soldiers in the early days of the war? Would soldiers take their wives and children onto the battlefield today?

- How does the cartoonist poke fun at the change that occurred in President Lincoln's attitude toward the war?

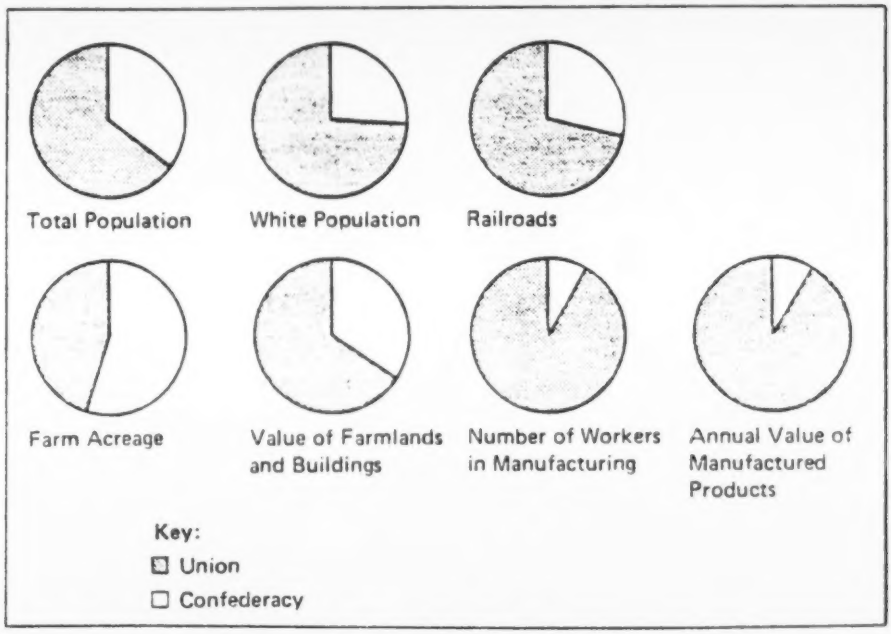
- Are the opposing sides in a war often optimistic at the conflict's start? Give examples.

- If the opposing sides knew beforehand how long and hard the fighting would be, would they be less likely to begin war?

Worksheet 9A

RESOURCES OF THE NORTH AND SOUTH

Study the graphs below and answer the questions that follow.



Resources of the North and South in 1860

Exercise:

- What is the title of these graphs? _____
- Which side had a bigger population? _____
- Which side probably had a better transportation system? Why? _____

_____

- Which side had more factories? _____
- What was the value of the Confederacy's manufactured goods? _____

_____

Which side had more farmland? _____

Whose farmland was worth more? _____

Which side seemed to have the advantage? Why? _____

_____

_____

_____

When the war began, few knew who would win the contest. Many thought it would be over quickly. Some said the North would win. Others favored a quick Confederate victory. In the long run the North did win out. But why? Look at the graph and see if you can explain the North's success by writing a victory formula.

_____ + _____ + _____ + _____ +

_____ + _____ + _____ = Victory

In a brief paragraph, summarize the complex reasons for the Union's victory.

_____

_____

_____

_____

_____

_____

Worksheet 9B

OPTIMISM FADES

On Sunday, July 21, 1861, the first battle of the Civil War, the First Battle of Bull Run (First Manassas), began. Many of the people of Washington, D.C. came out to watch the "show." A British journalist was there too and wrote the following account:

> The clouds of dust on the right were quite unexplainable. As we were looking, my companion asked me in perfect seriousness, "Are we really seeing a battle now? Are they supposed to be fighting where all that smoke is going on? This is rather interesting, you know."
>
> Loud cheers suddenly burst from the spectators as a man dressed in the uniform of an officer, whom I had seen riding across the plain, galloped along the front, waving his cap and shouting at the top of his voice....
>
> "We've whipped them on all points," he cried. "We have taken their batteries [cannon]. They are retreating as fast as they can and we are after them."
>
> Such cheers!... The Congressmen shook hands with each other, and cried out, "Bully for us! Bravo! Didn't I tell you so?"
>
> [Confederate reinforcements soon arrived, and the tide of battle changed.]
>
> I had ridden between three and a half and four miles ... when my attention was attracted by loud shouts in advance, and I saw several wagons coming from the direction of the battlefield.... A thick cloud of dust rose behind them, and running by the side of the wagons were a number of men in uniform.
>
> My first impression was that the wagons were returning for fresh supplies of ammunition. But every moment the crowd increased. Drivers and men cried out with the most gestures. "Turn back! Turn back! We are whipped."... Coming out of the crowd, a breathless man, in the uniform of an officer, with an empty sword case dangling by his side, was cut off by getting between my horse and a cart for a moment.
>
> "What is the matter, sir? What is all this about?"
>
> "Why it means we are pretty badly whipped that's the truth," he gasped, and continued....
>
> The ground over which I had passed going out was now covered with weapons, clothing of all kinds, equipment thrown off and left to be trampled in the dust under the hoofs of men and horses.... The drivers spurred, and whipped, and urged the horses to the utmost....
>
> I felt an inclination to laugh, which was overcome by disgust, and by that vague sense of something extraordinary taking place which is experienced when a man sees a number of people acting as if driven by some unknown terror....

William Howard Russell, My Diary North and South (Boston: T. O. H. P. Burnham, 1863), pp. 449-451, 453-454.

This photograph shows a Union soldier's family that had joined him at camp in the early days of the war. The wife is doing the cooking and washing.

Heritage of Freedom, p. 126.
Permission pending.

The Overdue Bill

This cartoon from the British magazine Punch pokes fun at Lincoln's vow to end the rebellion quickly.

Russell Freedman, Lincoln: A Photobiography (New York: Houghton Mifflin, 1987), p. 78.
Permission pending.

Worksheet 9B, OPTIMISM FADES (continued)

Exercise:

The sources on the previous pages show optimism or hope that the war would end quickly and/or the pessimism or despair that developed as the war dragged on. Check (✔) whether each source shows optimism, pessimism, or both feelings. Explain your answers.

SOURCE	OPTIMISM	PESSIMISM	EXPLANATION
Journalist's account of First Battle of Bull Run.			
Photo of Union soldier's family at camp.			
Punch cartoon poking fun at Lincoln.			

UNIT SIX: DIVISION AND REUNION

Learning Activity #10

Themes: Contributions, Struggle for Equality

Focus Question: How did the Civil War impact on combatants and non-combatants?

Background:

The costs of fighting the Civil War were enormous. Few families escaped the sorrow of mourning a fallen soldier. American losses in the Civil War were greater than the total number of dead suffered in all the other wars of the United States, before and since that time. About 618,000 Americans died in the Civil War -- 360,000 Union soldiers and 258,000 Confederate. Many more were disabled for life.

New weapons, like repeating rifles, machine guns, and long-range artillery, partially explain the terrible losses that were incurred. But disease caused even more deaths than weapons did. Many soldiers died from infection after being injured or from disease caused by unclean camp conditions.

Women on both sides of the conflict fought as soldiers, nursed the wounded, ran hospitals, taught children and adults, spied, raised money, and worked in government service. Initially, African-American involvement in the Civil War consisted mainly of non-combatant efforts. President Lincoln feared that the border states might join the Confederates if Blacks were allowed to fight on behalf of the Union. In the meantime, free Blacks prepared for the day when they would be invited to enter combat. In New York, for example, Blacks organized and outfitted fighting units out of their own funds.

In the North, even before they entered combat, African-Americans contributed to the Union effort. They proved invaluable as spies, crossing Confederate lines, bringing back important information. As the North penetrated deeper into Southern territory, the number of liberated slaves increased, many of whom wished to fight for the North.

After 1862, primarily because the Union war effort was going poorly, Blacks were recruited into the Union Army. (Lincoln's Emancipation Proclamation (1863), which freed all slaves in the seceded states, actually failed at first to free any slaves since it could not be enforced.)

While some Blacks fought on the side of the South, Blacks fighting on the side of the North eventually numbered over 200,000. Unfortunately, once in the army, they faced discrimination in pay, rank, and assignment. The most famous New York regiments were the 20th, 26th, and 31st United States Colored Troops. Twenty-four Blacks received the Medal of Honor for their efforts during the war against the Confederacy. Nearly 40,000 Black troops died, almost all on the side of the North.

The war reached beyond the battlefields to the homefront, too. The Civil War was a total war. All of the country's resources were used for the war. In order for the North to win, it had to destroy much of the South, not just its armies. More than two-thirds of the railroad tracks in the Confederacy were smashed. Major cities, such as Atlanta and Charleston, were ruined. Farms were damaged. It was not until 1880 that crop production in the South returned to the levels of 1860.

Major Ideas:

. The inability of either side to win, combined with the war's social and economic impact, produced major problems in the North and South.

Concepts:

. Choice
. Citizenship

Performance Objectives: Students will be able to:

. Locate the sites of major battles and determine how geography played a role in the course of the war.

. Describe the impact of the war on combatants.

. Discuss how the homefront was affected by the war.

. Analyze the roles played by Blacks and women in the war effort.

. Assess the impact of the Civil War on combatants and non-combatants.

Development:

. Distribute Worksheet 10A, "Battlefield Map." Have students examine the map, complete the exercise, and explain their answers to the following questions:

  - What does the map show about the major campaigns and battles of the Civil War?

  - In what geographic region of the country were most of the battles fought?

  - Why would the North set up a naval blockade of the South?

  - Why would Union troops try to divide the Confederacy along the Mississippi River? How would such a division further Northern war aims?

  - How do you think the geography of the war would affect its progress and outcome? Would the war's geography be more advantageous to the North or to the South?

. Divide the class into groups of five students each.

. Distribute Worksheet 10B, "Impact of the Civil War: Battlefield and Homefront." Assign to each student in the group one of the selections on the worksheet.

. Instruct each student to read his or her assigned selection and follow the related directions on the worksheet.

. Have each student in the group "teach" the others what has been learned about the war's impact. Have group members work together to write a "newspaper feature edition," as explained in Worksheet 10B.

- Have the various groups share their articles, then have students explain their answers to the following questions:

  - What do these accounts tell us about the impact of the Civil War on combatants and non-combatants?

  - Could you have fought a war in which some members of your family were on the enemy's side? Why or why not?

  - What were the most horrible aspects of the Civil War battlefield?

  - Do you think young soldiers expected what they encountered on the battlefield?

  - How were the women you read about affected by the war?

  - How did women contribute to the war effort?

  - What role did African-Americans play during the Civil War?

  - How were African-American soldiers discriminated against in the army?

  - Should Blacks have fought in an army that gave them unequal pay? Why or why not?

  - How was the South -- its land and people -- affected by the war?

  - Is everything fair in war? Should Sherman's armies have burned, looted and devastated Southern cities?

  - If you had been leading the Union armies, would you have acted differently?

  - Is it possible to protect civilians from the devastation of war?

  - Would you share Emma La Conte's hatred for the North if you had experienced what she did?

  - Based on all of the sources here, how much of an impact do you think the Civil War had on combatants and non-combatants?

  - Have any wars in which Americans have fought since that time been as devastating?

- Distribute Worksheet 10C, "54th Regiment." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

  - What is this excerpt about?

  - What does this worksheet tell us about the exploits of the 54th Regiment?

  - From what you read, how do you think Charlotte Forten felt about the 54th Regiment?

  - What's your reaction to the scene in which the 54th Regiment encountered the secessionist women?

- If you were part of the 54th Regiment, what would have been your reaction to the encounters with the secessionist women? Do you think the troops acted as you would have?

- The exploits of the 54th Regiment appear in the movie Glory. Do you think the exploits of this regiment were a good subject for a movie?

. During a time of war, governments hire artists to draw recruiting posters. Some of you may have seen the famous one of "Uncle Sam" pointing to the crowd and exclaiming "I want you." Suppose you were commissioned by the United States government in 1861 to draw such a poster. What would you have drawn? If you can draw, you may wish to try your hand at devising a poster.

. If you were drawing a recruiting poster for the Confederate States of America, would it be the same or different than a Union poster? If you think it would be different, draw another one from the Confederate point of view.

. Design a plaque honoring the contribution of an individual or a group of people to the Union cause in the Civil War. Pay particular attention to the text of the plaque.

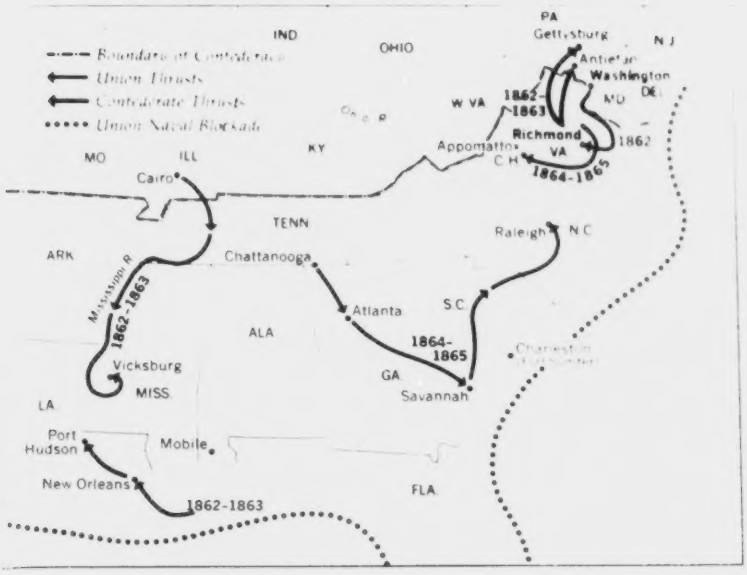
. The Civil War in the United States might have been the first such major conflict in the industrial age, but many others have followed. Report on one of the civil wars of the 20th century, comparing it to the Civil War of 1861-1865. Here are a few you might wish to investigate.

Spain - 1936-1939
Vietnam - 1945-1975
USSR - 1917-1921
Nigeria - 1967-1970

. Research the impact of war on various groups of people in the United States in the 20th century.

Worksheet 10A

BATTLEFIELD MAP



David M. Kennedy, Thomas A. Bailey, and Mel Piehl, The Brief American Pageant, Volume I (Lexington, Mass: D. C. Heath and Company, 1989), p. 253.

Exercise:

Base your answers to the following questions on the above map.

- What does the map key symbol: .... represent? _____
- Which major river did Union troops try to seize control of in 1862-1863?

  _____
- Was the state of Virginia a Confederate or Union State? _____
- Which two Union locations did Confederate troops try to capture in 1862-1863?

  _____
- In which state was Fort Sumter located? _____

Worksheet 10B

IMPACT OF THE CIVIL WAR: BATTLEFIELD AND HOMEFRONT

Below are primary sources that reveal the impact of the Civil War on the battlefield and the homefront. Read the selection that you are assigned and then do the following:

- Answer the question that follows your assigned reading.
- Share the information in your source(s) with the other members of your group.
- With your group, write a "newspaper feature edition" about the impact of the Civil War. Use the outline that appears below.

T H E A M E R I C A N M O S A I C

SPECIAL FEATURE EDITION

CIVIL WAR HAS PROFOUND IMPACT--
ON AND OFF BATTLEFIELD

(Headline: Impact on Families)

_____

_____

_____

_____

(Headline: Impact on Soldiers)

_____

_____

_____

_____

(Headline: Impact on Women)

_____

_____

_____

(Headline: Impact on Blacks)

_____

_____

_____

(Headline: Impact on South)

_____

_____

_____

Written by: _____ _____

_____ _____

_____ _____

_____ _____

1: Families Divided

Some families had no doubts about which side -- Union or Confederate -- to fight for. But in many cases, members of a family found themselves on opposite sides. In the diary account below, Theodore Upson, an Indiana schoolboy, describes the effect of the war on his family. (Upson eventually served in the Union Army.) The song that accompanies the diary treats the same issue.

Read the selections, then answer the question that follows.

> April 1861 -- Father and I were husking out some corn...when William Cory came across the field (he had been down after the mail). He was excited and said, "Jonathan, the Rebs have fired upon and taken Fort Sumter." Father got white and couldn't say a word.
>
> William said, "The President will soon fix them. He has called for 75,000 men and is going to blockade their ports. And just as soon as those fellows find out that the North means business, they will get down off their high horse."
>
> Father said little. We did not finish the corn and drove to the barn. Father left me to unload and put out the team and went to the house. After I had finished, I went in to dinner. Mother said, "What is the matter with Father?" He had gone right upstairs. I told her what we had heard. She went to him. After a while, they came down. Father looked ten years older. We sat down to the table. Grandma wanted to know what was the trouble. Father told her, and she began to cry. "Oh, my poor children in the South! Now they will suffer! God knows how they will suffer! I knew it would come! Jonathan, I told you it would come!"
>
> "They can come here and stay," said Father.
>
> "No, they will not do that. There is their home. There they will stay. Oh, to think that I should have lived to see the day when brother should rise against brother." She and Mother were crying, and I lit out for the barn.... Mother had a letter from the Hales. Charlie and his father are in their army, and Dayton wanted to go but was too young. I wonder, if I were in our army and they should meet me, would they shoot me? I suppose they would.

Oscar O. Winther, ed., With Sherman to the Sea, Journal of Theodore Upson.

TWO BROTHERS

Two brothers on their way,
Two brothers on their way,
Two brothers on their way,
One wore blue and one wore gray.

One wore blue and one wore gray
As they marched along their way.
Fife and drum began to play
All on a beautiful morning.

One was gentle, one was kind,
One was gentle, one was kind.
One came home, one stayed behind.
Cannonball don't pay no mind.

Cannonball don't pay no mind
If you're gentle or if you're kind,
Don't care about the folks behind
All on a beautiful morning.

Two girls waiting by the railroad track,
Two girls waiting by the railroad track,
Two girls waiting by the railroad track.
One wore blue and one wore black.

One wore blue and one wore black,
Waiting by the railroad track
For their darlings to come back,
All on a beautiful morning.

Exercise:

What can we conclude from these selections about the impact that the Civil War had on many families? _____

_____

_____

_____

2: The Battlefield

Both sides experienced horrible losses on the battlefields. In the first account below, a sixteen-year-old Union soldier describes the Battle of Antietam (Sharpsburg) in 1862. The second account is a letter written by a Confederate soldier from Texas to his brother's wife, telling her of her husband's death at Antietam.

Read both accounts and answer the question that follows.

> The next morning we had our second battle. I had a bullet strike me on the top of the head just as I was going to fire and a piece of shell struck my foot -- a ball hit my finger and another hit my thumb. We were ordered not to fire and as soon as we went forward they opened an awful fire from their batteries on us. We rushed onto them every man for himself -- each loading and firing as fast as he could see a rebel to shoot at -- at last the rebels began to get over the wall to the rear and run for the woods. The rebels that we took prisoners said that they never before encountered a regiment that fought so like "devils" (so they termed it) as we did -- every one praised our regiment -- one man in our company was shot through the head no more than four feet from me; he was killed instantly. After the Sunday battle I took care of the wounded until 11 P.M. I saw some of the horridest sights I ever saw -- one man had both eyes shot out -- and they were wounded in all the different ways you could think of--the most I could do was to give them water -- they were all very thirsty....

Bell Irvin Wiley, The Life of Billy Yank (1952), pp. 84-85. Adapted from: Thomas A. Bailey and David M. Kennedy, The American Spirit, Vol. I (Lexington, Mass.: D.C. Heath, 1984), pp. 414, 415.

My dear afflicted Sister,

It gives me [the greatest] pain to tell you of [the] death of my dear brother, your devoted husband Andrew. Oh, how desolate is my sad heart at the loss of that brother [made twice as dear to me] by the hardships and dangers we have passed through together. But if my heart is so sad, what must yours be, my sister, deprived of a husband and a friend. I cannot comfort you, but can only commend you to the tender mercies of our Heavenly Father.... I pray him to have mercy on you and your little children. Our dear one suffered no pain in death, for he was shot through the temples. He was killed on yesterday morning in the fight at Sharpsburg [also known as Antietam].... His body has not yet been recovered, but Major George has promised to attend to his burial. I am too badly wounded to return to look after him, having been shot through the left arm and twice, slightly, in the side.

I cannot write more now but will do so in a few days. My heart is too sad. To God I commend you, my dearest sister.

Your sorrowing brother,
A. N. Erskine

Exercise:

What do these two selections tell us about the impact of the war on soldiers and their families? _____

_____

_____

_____

_____

3: Women Help the War Effort

Although women were expected to handle matters of sickness and death in the home, many people felt women could not handle such matters on the battlefield. Nevertheless, many women served as nurses under incredibly difficult circumstances. The first account below is taken from the diary of a Confederate nurse, written following the Battle of Shiloh (Pittsburg Landing) in April 1862. The second account is excerpted from the reminiscences of Susie King Taylor, who won her freedom from slavery during the Civil War, and then served as laundress, teacher, and nurse in a Black regiment.

> April 11. - Mrs. Ogden tried to prepare me for the scenes which I should witness upon entering the wards. But alas! Nothing I had ever heard or read had given me the faintest idea of the horrors witnessed here.... Gray-haired men -- men in the pride of manhood -- beardless boys -- Federals and all, mutilated in every imaginable way, lying on the floor, just as they were taken from the battlefield, so close together that it was almost impossible to walk without stepping on them.... What can be in the minds of our enemies, who are now arrayed against us, who have never harmed them in any way, but simply claim our own and nothing more! May God forgive them....
>
> This was no time for recrimination; there was work to do; so I went at it to do what I could. If I were to live a hundred years, I should never forget the poor sufferers' gratitude.... A little water to drink or the bathing of their wounds seemed to afford them the greatest relief.
>
> The Federal prisoners are receiving the same attention as our men; they are lying side by side.... I went with a lady to give some Federal officers their supper.... Before I went in, I thought that I would be polite and say as little as possible to them. But when I saw them laughing and apparently indifferent to the woe which they had been instrumental in bringing upon us, I could not help being angry. When one of them told me he was from Iowa, and that was generally called out of the world, I told him that was where I wished him, and all like him, so that they might not trouble us any more.

Kate Cummings, "The Journal of a Confederate Nurse," in James P. Shenton et al., These United States (Boston: Houghton Mifflin Co., 1981), p. 319. Permission pending.

3: Women Help the War Effort

About 4 o'clock, July 2 [1864], the charge was made. The firing could be plainly heard in camp. I rushed down to the landing and remained there until eight o'clock that morning. When the wounded arrived, or rather began to arrive, the first one brought in was Samuel Anderson of our company. He was badly wounded. Then others of our boys, some with their legs off, arm gone, foot off, and wounds of all kinds imaginable. They had to wade through creeks and marshes, as they were discovered by the enemy and shelled very badly. A number of the men were lost, some got fastened in the mud and had to cut off the legs of their pants, to free themselves. The 103rd New York suffered the most [a white regiment], as their men were very badly wounded.

My work now began. I gave my assistance to try to alleviate their sufferings. I asked the doctor at the hospital what I could get for them to eat. They wanted soup, but that I could not get; but I had a few cans of condensed milk and some turtle eggs, so I thought I would try to make some custard. I had doubts as to my success, for cooking with turtle eggs was something new to me, but the adage has it, "Nothing ventured, nothing done," so I made a venture and the result was a very delicious custard. This I carried to the men, who enjoyed it very much. My services were given at all times for the comfort of these men. I was on hand to assist whenever needed. I was enrolled as company laundress, but I did very little of it, because I was always busy doing other things through camp, and was employed all the time doing something for the officers and comrades...

Susie King Taylor, Reminiscences of My Life in Camp, 1902. In Beth Millstein and Jeanne Bodin, We, the American Women: A Documentary History (Chicago: Science Research Associates, 1977), p. 129.

What do these accounts tell us about the impact that the Civil War had on women?

_____

_____

_____

_____

_____

_____

4: Black Soldiers in the Civil War

During the Civil War about 200,000 African-Americans enlisted in the Union Army and 30,000 in the Navy. Another quarter of a million Black men and women worked for that army as nurses, cooks, pilots, fortification builders, while many more served as guides, spies, and scouts.

Read the following excerpts from letters written by Black soldiers on the battlefield. Then answer the question that follows.

Lewis Douglass
(son of Frederick Douglass)

My Dear Amelia:

I have been in two fights, and am unhurt. I am about to go in another I believe tonight. Our men fought well on both occasions.... I escaped unhurt from amidst that perfect hail of shot and shell. It was terrible. I need not particularize, the papers will give a better [account] than I have time to give. My thoughts are with you often, you are as dear as ever, be good to remember it as no doubt you will. As I said before we are on the eve of another fight and I am very busy and have just snatched a moment to write you. I must necessarily be brief. Should I fall in the next fight killed or wounded I hope I fall with my face to the foe....

This regiment has established its reputation as a fighting regiment, not a man flinched, though it was a trying time. Men fell all around me. A shell would explode and clear a space of twenty feet, our men would close up again, but it was no use, we had to retreat, which was a very hazardous undertaking. How I got out of that fight alive I cannot tell, but I am here. My Dear girl I hope again to see you. I must bid you farewell should I be killed. Remember if I die I die in a good cause. I wish we had a hundred thousand colored troops we would put an end to this war.

Good Bye to all. Your own loving -- Write soon --

Lewis

C. G. Woodson, ed., The Mind of the Negro, p. 544. Permission pending.

4: Black Soldiers in the Civil War

Now the main question is, are we soldiers, or are we laborers? We are fully armed, and equipped, have done all the various duties pertaining to a soldier's life, have conducted ourselves to the complete satisfaction of general officers, who were, if anything, prejudiced against us, but who now accord us all the encouragement and honors due us; have shared the dangers and labor of reducing the first stronghold that flaunted a traitor flag; and more, Mr. President, today the Anglo-Saxon mother, wife, or sister are not alone in tears for departed sons, husbands and brothers. The patient, trusting descendant of Afric's Clime have dyed the ground with blood, in defence of the Union, and democracy. Men, too, your excellency, who know in a measure the cruelties of the iron heel of oppression, which in years gone by, the very power their blood is not being spilled to maintain, ever ground them in the dust. Now your excellency, we have done a soldier's duty. Why can't we have soldier's pay?

We appeal to you, Sir, as the executive of the nation, to have us justly dealt with. Black men, you may well know, are poor; three dollars per month, for a year, will supply their needy wives and little ones with fuel. If you as chief magistrate of the nation, will assure us of our whole pay, we are content. Our patriotism, our enthusiasm will have a new impetus, to exert our energy more and more to aid our country. Not that our hearts ever flagged in devotion, spite the evident apathy displayed in our behalf, but we feel as though our country spurned us, now we are sworn to serve her. Please give this a moment's attention.

MS., War Records Office, National Archives, Washington, D. C. Photo (below) from: T. Bailey and D. Kennedy, The Brief American Pageant (Lexington, Mass.: D.C. Heath, 1989), p. 251. Permission pending.

Worksheet 10B, IMPACT OF THE CIVIL WAR (continued)

Exercise:

What do these sources tell us about the impact of the Civil War on African-Americans? _____

_____

_____

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5: Sherman's March: A Southern View

The soldiers who took part in Sherman's march northward to Richmond treated South Carolina harshly because they considered it the state most responsible for starting the war. When they marched out of Columbia, the state capital, the city was in flames.

In the account below, Emma LeConte, then 16 years old, gives her view of the "Yankees" coming to the city and the burning of Columbia. Read it and answer the question that follows.

> Februrary 14, 1865
>
> What a panic the whole town is in! I have not been out of the house myself, but Father says there is the greatest excitement. The Yankees are reported only a few miles away from the city. How many there are no one seems to know. Some people think Sherman will burn the town, but we can hardly believe that. Although these buildings are state property [South Carolina State University], the fact they are used as a hospital will, it is thought, protect them. I have been busily making large pockets to wear under my hoopskirt to hide my most valuable things.
>
> February 16, 1965
>
> How can the terror and excitement of today be described! About nine o'clock we were sitting in the dining room. "Wouldn't it be dreadful if they should shell the city?" someone said. "They would not do that," replied mother, "for they have not demanded its surrender." Just then, Jane, the nurse, rushed in crying out that they were shelling. We ran to the front door just in time to hear a shell go past. It fell and exploded not far off. This was so unexpected. I do not know why, but in all my list of expected horrors I somehow had not thought of a bombardment. We went to the basement, where we sat listening as the shells now fell nearer, and now farther off. The firing stopped about dinner-time.
>
> February 17
>
> Well, they are here. I was sitting in the back parlor when I heard the shouting of troops. I was at the front door in a moment. Jane came running and crying, "O Miss Emma, they've come at last!" She said they were marching down Main Street. Before them ran a panic-stricken crowd of women and children who seemed nearly crazy. I ran upstairs to my bedroom windows just in time to see the United States flag run up over the State House. O what a horrid sight! What shame! After four long bitter years of bloodshed and hatred, now to wave there at last! I do not think I could possibly describe my feelings; I knew I could not look at all.

February 18

What a night of horror, misery, and agony! It makes one sick to think of writing down such scenes. Until dinnertime we saw little of the Yankees, except the guard on the campus, and the officers and men galloping up and down the street. The devils as they marched past looked strong and well dressed in dark, dirty-looking blue. The wagon trains were immense. Night came on. Of course we did not expect to sleep, but we looked forward to a peaceful night. At about seven o'clock I was standing on the back porch. Before me the whole southern horizon was lit up by campfires which dotted the woods. We could watch the wretches walking -- shouting -- hurrahing -- cursing South Carolina -- swearing -- singing songs.

A fire on Main Street was raging, and we anxiously watched it from the upper front windows. In a little while the flames broke forth in every direction. The poor people rushing from their burning homes were not allowed to keep even the few necessities they gathered up in their flight -- even blankets and food were taken from them and destroyed. The fire fighters attempted to use their engines, but the fire hose was cut to pieces and their lives were threatened.

The wind blew the flames from house to house with frightful rapidity. By Midnight the whole town (except the outskirts) was ablaze....

Everywhere the fires walled the streets with solid masses of flames as far as the eye could see -- filling the air with its terrible roar. On every side the fire blazed, while every instant came the crashing of timbers and the thunder of falling buildings.

The college buildings caught on fire. All the doctors and nurses were on the roof trying to save the buildings. The poor wounded patients were left to themselves. Those who could crawled out, while those who could not move waited to be burned to death. The state house of course is burned.

February 22

I have seen it all. It is even worse than I thought. The place is in ruins. The entire heart of the city is in ashes -- only the outer edges remain. Poor old Columbia -- where is all its beauty -- so admired by strangers, so loved by its children!

Everything is gone--stores, merchants, customers -- all the eager faces gone -- only three or four gloomy-looking people to be seen picking their way over heaps of ruins, brick, and timbers. The wind moans among the bleak chimneys and whistles through the gaping windows of some hotel or warehouse. The market is a ruined shell supported by crumbling arches -- its spire has fallen and with it the old town clock whose familiar stroke we miss so much.

February 23

Some how I feel we cannot be conquered. We have lost everything, but if all this -- Negroes -- property -- could be given back a hundred times over I would not be willing to go back to them. I would rather stand any poverty than live under Yankee rule. I would much rather have France or any other country for a ruler -- anything but live as one nation with the Yankees -- that word in my mind stands for all that is mean, despicable, and hateful.

Adapted from: Katherine M. Jones ed., Heroines of Dixie, 1955. In L. Todd and M. Curti, Triumph of the American Nation, Vol. 1 (New York: Harcourt, Brace, Jovanovich, 1986), pp. 696-699. Permission pending.

Exercise:

What does this selection tell us about the impact that the Civil War had on the South? _____

_____

_____

_____

_____

_____

Worksheet 10C

"54th REGIMENT"

After the Emancipation Proclamation became law a group of Black men joined the Union Army as the 54th Regiment. The heroic exploits of the regiment were depicted in the film Glory. Charlotte Forten, a young Black teacher living on St. Helena Island in South Carolina from 1862 - 1864, described the regiment in her journal. Complete the exercise on the following page.

Thursday, New Years Day, 1863

I sat on the stand and looked around on the various groups, I thought I had never seen a sight so beautiful. There were the black soldiers, in their blue coats and scarlet pants, the officers of this and other regiments in their handsome uniforms, and crowds of lookers-on, men, women and children, grouped in various attitudes under the trees.... The Dress Parade...delighted me. It was a brilliant sight -- the lone line of men in their brilliant uniforms, with bayonets gleaming in the sunlight.... To me it was a grand triumph -- that black regiment doing itself honor in the sight of the white officers.... It was typical of what our race, so long down-trodden and degraded will yet achieve on this continent.

Monday, February 2.

Have just heard to-night of the return of the 1st Regt. They came back with laurels -- and Secesh (Secessionists, the Confederates) prisoners. Have heard no particulars, but am glad, emphatically glad to know that they come back completely successful. That is grand, glorious! In the joy of my heart sat down and wrote a congratulatory note, to my dear friend, Dr. R.[ogers]. I know how rejoiced he must be.

Another day, one of the black soldiers came in and gave us his account of the Expedition. No words of mine can give you any account of the state of enthusiasm that he was in. He was eager for another chance at "de Secesh." I asked him what he w'ld do if his master and others sh'ld come back and try to reenslave him. "I'd fight un, Miss, I'd fight un till I turned to dust!" He was especially delighted at the ire which the sight of the black troops excited in the minds of certain Secesh women whom they saw. These vented their spleen by calling the men all kinds of names, and telling them that they ought to be at work in their masters' rice swamps, and that they ought to be lashed to death. "And what did you say to them?" I asked. "Oh miss, we only tell un 'Hole your tongue, and dry up! You see we wusn't feared of them, they cldn't hurt us now. Whew! didn't we laugh to see them so mad!" The spirit of resistance to the Secesh is strong in these men.

Worksheet 10C, "54th REGIMENT" (continued)

Based on the excerpt from Charlotte Forten's journal that you read, script a scene from a movie about the 54th Regiment. Develop characters and write in dialogue on the page below.

CHARACTERS

_____: _____

_____

_____: _____

_____

_____: _____

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_____: _____

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_____: _____

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_____: _____

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_____: _____

_____

_____: _____

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UNIT SIX: DIVISION AND REUNION

Learning Activity #11

Themes: Contributions, Struggle for Equality

Focus Question: What impact did the Civil War have on New Yorkers?

Background:

The voters of New York State had joined the other Atlantic States, except New Jersey, in supporting Abraham Lincoln for the presidency in 1860. When the Civil War began, 47,000 New Yorkers volunteered to be Union soldiers. Before the war ended, 464,701 New Yorkers had put on uniforms, and not all of these soldiers were white. When a need developed for more soldiers in 1862, Black New York men were allowed to fight. (Before 1862, Black New Yorkers prepared themselves to enter combat should they get the opportunity.) New York also contributed to the war effort by giving more money than any other state. Moreover, New York women did their part, organizing themselves into the "Woman's Central Relief Association of New York," an organization that would grow and become the United States Sanitary Commission, the Civil War equivalent of the Red Cross.

The fact that by 1862 Black New Yorkers were volunteering to fight makes sadly ironic the draft riots that started in New York City in 1863 and chiefly claimed Blacks as innocent victims. When heavy casualties increased, and the need for new soldiers and volunteers did not meet this need, Congress in 1863 passed a military conscription act. It required all able-bodied men between the ages of 20 to 45 to serve in the Union army. However, a man could buy his way out of the draft by paying $300. This meant that the draft fell particularly heavily on the poor and immigrants who did not have the resources to purchase exemption.

Riots broke out in many Northern cities. In New York City many Irish immigrants were particularly angered by the draft. They felt that it was discriminatory. Their families had already suffered heavy casualties. Furthermore, they feared economic competition from freed slaves.

On Saturday, July 11, 1863, the draft began in New York City. Then on Monday, July 13, a mob of several hundred people, mostly poor Irish immigrants, attacked government buildings on Third Avenue and 46th Street and began to spread across the city. The riot lasted for four days. Although many people were injured and murdered, the mob especially attacked Black New Yorkers. Troops were finally called in to stop the rioting.

Major Idea:

. Many New Yorkers played a significant role either in the support of or in opposition to the federal government and its wartime policies.

Concepts:

. Choice
. Human Rights
. Justice

Performance Objectives: Students will be able to:

. Describe actions taken by New Yorkers in support of the Union.

. Analyze the causes of the draft riots of 1863.

. Assess the impact of the Civil War on New York State and its citizens.

Development:

. Distribute Worksheet 11A, "Republican Victory Poster." Have students complete the exercise and explain their answers to the following questions:

  - What does this poster tell us about how New Yorkers voted in the presidential election 1860?

  - From this poster, what conclusions can we draw about New Yorkers' positions on slavery in 1860?

. Distribute Worksheet 11B, "New York Contributions to War Effort." Have students complete the exercise and explain their answers to the following questions:

  - What do these "headlines" tell us about the contributions made by New Yorkers to the Union effort?

  - What role did African-American New Yorkers play in the war?

  - How did New York women contribute to the Union effort?

  - Which of the contributions to the war effort made by New Yorkers do you consider most significant?

. Distribute Worksheet 11C, "Fighting for the Union: Pros and Cons." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

  - What is this resolution about?

  - What does this resolution tell us about the attitude of some Blacks in New York City toward fighting in the Civil War?

  - How can you explain the opposition to this resolution?

  - If you were present at the meeting, how would you have voted on the resolution? Why?

  - Eventually, the resolution was rejected. Do you think the vote against the resolution was a wise one?

. Distribute Worksheet 11D, "Recruiting Poster." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What do we learn from this recruitment poster?

- How does the poster try to convince Blacks to join the Union army?

- Which are the most convincing arguments appearing on this poster?

- Which are the least convincing arguments appearing on this poster?

- If you had been an African-American living in New York at this time, how would you have reacted to this poster? Would you have enlisted?

. Distribute Worksheet 11E, "New York City Draft Riots." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What does this account tell us about the opposition that existed in New York to the federal government and its wartime policies?

- How did some New Yorkers respond to the Draft Act of 1863?

- Why did poor immigrants riot in 1863?

- Was the draft law fair? Why or why not?

- To what degree was the cause of the riots economic as much as it was racial?

- Where do the sympathies of the author lie? Does he have any sympathy for the immigrants? Do you think he is prejudiced against them?

- What role did the city police officers play in the riot? Did they act appropriately? Why or why not?

- Based on all the information you have examined in Worksheets 11A-11E, how would you assess the impact of the Civil War on the people of New York State and New York City?

Follow-up Activities:

. Select five students to roleplay members of a blue ribbon panel investigating the cause of the draft riots. Develop a list of recommendations for healing the racial and ethnic divisions caused by the riots and preventing future incidents. Which of these recommendations would be effective in racial strife today?

. Using a map of New York City, locate the areas described in the account and then make a walking tour on a class trip. Try to explain how these areas have changed between 1863 when the riots took place and today.

. To do further research on the Draft Riots you might want to visit:

The Museum of the City of New York
5th Avenue and 103rd Street
New York, NY 10029
(212) 534-1672

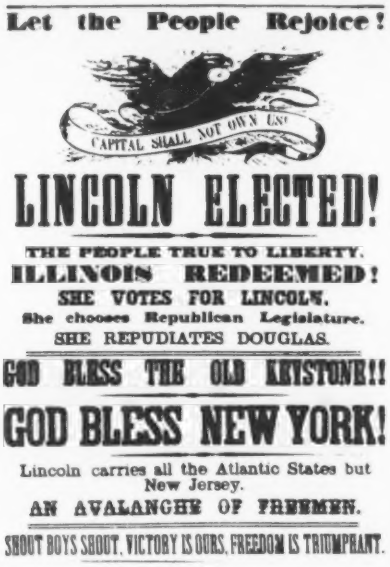
and

The Schomburg Center for Research in Black Culture
515 Lenox Avenue
New York, NY 10037
(212) 862-4000

Worksheet 11A

REPUBLICAN VICTORY POSTER

Examine the 1860 Republican victory poster below and answer the questions that follow.



Russell Freedman, Lincoln: A Photobiography (New York: Houghton Mifflin, 1987), p. 62. Permission pending.

Exercise:

- Whose election does the poster celebrate? _____
- Which state was "redeemed" in 1860 by voting against Stephen A. Douglas? _____
- Which other state is specifically named as having supported the president-elect? _____
- Which state did the victor not carry in the election? _____
- What does the last phrase on the poster, "freedom is triumphant," mean? _____

Worksheet 11B

NEW YORK CONTRIBUTIONS TO WAR EFFORT

The "headlines" below might have appeared in New York newspapers during the Civil War years. Decide how you want to rank them in the order of their importance to the war effort, #1 being the most important, #2 the next most important, etc.

THE AMERICAN MOSAIC

____ Within first week after firing on Fort Sumter, 47,000 New Yorkers volunteer to join armed forces.

____ New York, as state with largest population, sends greatest number of soldiers to war. All together, 464,701 put on uniforms.

____ Women meet at the Cooper Institute in New York City. Organize themselves as the "Woman's Central Relief Association of New York." Appeal to women of the country to prepare to nurse wounded and sick soldiers. Women also raise money to buy medical supplies.

____ New York Blacks allowed to fight beginning in 1862. Before that, group of Black men in New York had formed a military club, holding practice drills, until police put a stop to it.

Worksheet 11C

FIGHTING FOR THE UNION: PROS AND CONS

When the Civil War broke out, African-Americans offered their services to fight for the Union. This offer was rejected. Lincoln feared that the slave-holding border states (Maryland, Kentucky, and Missouri) would join the South if African-Americans joined the Union Army. On May 1, 1861, however, a resolution was proposed before a group of Black leaders in New York City. Read the resolution below and then complete the exercise that follows.

Resolved,

> Since several of the Southern states are in open rebellion against the general government, and since the president has called upon all loyal citizens to rally to the defense of the Union, we therefore offer our services to the Governor of New York, to serve during the war, either as firemen, to replace those firemen who may enlist for the war, to act as a Home Guard, or to go South to fight, if the services should be needed.
>
> After the resolution was read, some speakers objected to it, saying: "We already offered to serve and were rejected. Why should we offer ourselves only to be insulted again? The whites know that we are willing to fight. Therefore, there is no need to offer to serve just to hear ourselves talk."

Pine and Palm, May 25, 1861

Black Protest: History, Documents and Analysis, 1619-Present (Greenwich, CT: Fawcett Publications, 1978) p. 119. Permission pending.

Exercise:

Assume you are the next speaker. Below list two arguments you would use either to support or oppose the resolution.

1. _____

_____

_____

2. _____

_____

_____

Worksheet 11D

RECRUITING POSTER

Read the poster below which was used to recruit Blacks into the Union army.

ANGLO-AFRICAN

A Weekly Newspaper Addressing the Concerns of African-Americans.

NEW YORK CITY: AUGUST 24, 1861

MEN OF COLOR TO ARMS! NOW OR NEVER!

Colored men who would like to pull the trigger aimed at slaveholders in the South, will not have to wait much longer.

Some of us look upon this as the "white man's war," and say, "Let them fight it out amongst themselves. It is their flag and their constitution which is under attack."

This is poor thinking. As proof let us ask ourselves some questions.... What rights have we in the free states? We have the "right to life, liberty, and the pursuit of happiness." We have the right to work for ourselves and keep what we earn; we have the right to our wives and children; we have the right to educate our children....

Are these rights worth having? If they are then they are worth defending. It makes no sense, is unpatriotic, and unmanly to do otherwise. The South must be defeated or we shall be made slaves. By helping the Union, we are helping to keep our own freedom.

Let us be awake, brothers! Let us await a special call to defend our rights. Men of Color! Brothers and Fathers! We Appeal to You! If you care about yourselves and your liberties, if you care about humanity, if you care about citizenship and equality, if you care about your country, come forward and enlist for three year's service. Strike now, and you are henceforth and forever free men.

Black Protest: History, Documents and Analysis, 1619-present (Greenwich, CT: Fawcett Publications, 1978) pp. 119-120. Permission pending.

Worksheet 11D, RECRUITING POSTER (continued)

Exercise:

In the space provided, identify two arguments used in the poster to gain Black male recruits. Using the scale below, place a number after each argument, indicating how well it would convince you to enlist in the Union army if you were a free Black male in the United States at the time.

Scale

-2	-1	0	+1	+2
unconvincing		not sure		very convincing

Argument	How Convincing
1.	
2.	

Worksheet 11E

DRAFT RIOTS IN NEW YORK CITY

For the armies of both sides, finding soldiers became difficult as the war went on. When Congress passed a draft law in 1863, riots broke out in several cities. The worst of these took place in New York City. There, mobs made up mostly of poor immigrants, burned and looted to protest the draft law which, by allowing a man to buy his way out of the draft for $300, discriminated against the poor.

The account that follows, taken from the diary of a New York lawyer who was the treasurer of the Sanitary Commission, the Civil War equivalent of the Red Cross, tells about the first day of the New York riots.

> July 13, Monday
>
> A notable day. Stopped at the Sanitary Commission office to sign a lot of checks that had collected during my absence, and heard of rioting in the upper part of the city. The rumors grew more and more unpleasant so I left at once and took a Third Avenue street car uptown. At the Park there were excited groups and small crowds. They found relief afterwards, I hear, in hunting down and mistreating some innocent Negroes. But there was nothing to indicate serious trouble. The crowded streetcar went slowly on its way, with its perspiring passengers, for the weather was hot and muggy. At Thirteenth Street the track was blocked and I got off and started to walk. Above Twentieth Street all the stores were closed. Many people were standing and staring or strolling uptown, not riotous but eager and curious. Here and there a rough fellow could be heard opposing the draft. No police officers were to be seen anywhere. I reached the center of the riots at last, Forty-sixth Street and Third Avenue. Three houses on the avenue and two or three on the street were burned down.
>
> The crowd seemed just like any other one sees at any fire, but the rioters were at the center of the crowd and were hidden by an outside layer of peaceful onlookers. I was told that they had beaten off a squad of police and another of "regulars" (probably the Twelfth Militia). At last, the crowd opened and out streamed a mob of perhaps 500 -- certainly less than 1,000 -- of the poorest Irish day laborers. They were unarmed. A few carried pieces of fencing and the like. They turned off west into Forty-fifth Street and gathered in front of two three-story houses on Lexington Avenue. Nobody could tell why these houses were chosen. Some said a drafting officer lived in one of them. Others thought a wounded police officer had gone there for safety.

The mob was in no hurry. They had no need to be since there was no one to bother them or arouse their fears. They were masters of the situation -- and of the city. After a while some pavingstones began to fly at the windows. Women and children came out the back of the houses and had a rather hard time climbing over a high board fence and then ran off. Heaven knows where. Then men and small boys appeared at the back windows and began smashing the windows and the blinds and threw out light articles, such as books and dishes and dropped chairs and mirrors into the backyard. The rear fence was destroyed and some people were seen marching off with pieces of furniture. At last smoke began to float out of the windows and I left. I could no longer stand the disgraceful, sickening sight and what could I do?

The fury of the immigrant women in that area was remarkable. Strong young women and wrinkled old women were everywhere. All cursed the "bloody draft" (which allowed a man to buy his way out of the army for $300) and urged on their men to mischief.

I took a bus downtown, where I heard that the Colored Orphan Asylum on Fifth Avenue had been burned. Tribune office to be burned tonight. Railroad rails torn up, telegraph wires cut, and so on. If one fourth of what one hears is true, this is an organized rebellion. Jefferson Davis rules New York today.

Adapted from: Diary of George Templeton Strong, Allan Nevins and Milton H. Thomas, eds. (New York: Macmillan, 1952), renewed 1980 by Milton Halsey Taylor. In Todd and Curti, Triumph of the American Nation, Vol. 1, (Orlando: Harcourt Brace Jovanovich, 1982), pp. 538-539. Permission pending.

Exercise:

Place a check (✓) next to the statements below that can be concluded from the lawyer's account of the New York City draft riots.

____ 1. Poor immigrants, unlike other New Yorkers, were unable to avoid the draft.

____ 2. The rioters were anti-Union and pro-Confederacy.

____ 3. City police officers did not try very hard to end the riots.

____ 4. The cause of the riots was as much economic as racial.

____ 5. African-Americans were the innocent victims of the New York City draft riots.

UNIT SIX: DIVISION AND REUNION

Learning Activity #12

Themes: Contributions, Struggle for Equality

Focus Question: Does Abraham Lincoln deserve the title "The Great Emancipator"?

Background:

At the outset of the Civil War, preserving the Union was President Lincoln's avowed purpose. Lincoln was personally opposed to human bondage, but he believed that the federal government had no constitutional power to outlaw slavery where it already existed. Moreover, Lincoln knew that if he publicly espoused the abolitionist cause, the four crucial border slave states -- Delaware, Maryland, Kentucky and Missouri -- would be driven into the Confederacy.

But after little more than a year, the pressures and problems of the Civil War had mounted. The North was faring so poorly that Lincoln was forced to abandon his hands-off policy and strike at slavery in the rebel states, thus making emancipation a Union war objective. The reasons he did so are many and complex. He could no longer deny the logic of the abolitionists' argument that to fight a war without striking at its root cause was absurd. Moreover, emancipation would put an end to any possibility that Britain, so proud of its own reform act abolishing slavery in 1833, would enter the conflict on the side of the Confederacy. In addition, if Lincoln freed the slaves, he would strike a blow at the Confederacy's economy which was fueled almost entirely by slaves. At the same time he would be able to solve the Union's serious shortage of soldiers by recruiting Black men (many of whom were already setting themselves free) into the Union army. For all of these reasons, five days after the Battle of Antietam, Lincoln announced that beginning January 1, 1863, all slaves in areas still in rebellion against the United States "shall be then, thenceforward, and forever free."

While the Emancipation Proclamation did begin to redress the wrong done to an oppressed people, it did nothing to end slavery in the loyal border states, nor in specific conquered areas in the South -- all told, about 800,000 Black people. Nevertheless, the Proclamation clearly foreshadowed the ultimate doom of slavery. This was legally achieved by the states' ratification of the Thirteenth Amendment in 1865, eight months after the war ended.

Major Ideas:

. War often results in social CHANGE.

. In a democracy, political POWER carries enormous responsibility.

Concepts:

. Change
. Human Rights
. Justice
. Power

Performance Objectives: Students will be able to:

. Discuss Abraham Lincoln's views in 1862 concerning slavery and emancipation.

. Explain the reasons why Lincoln decided to issue the Emancipation Proclamation, effective 1863.

. Analyze the real impact of the Emancipation Proclamation in 1863.

. Defend or refute the claim that Lincoln deserves the title of "Great Emancipator."

Development:

. Distribute Worksheet 12A, "Lincoln On Slavery: 1862." Have students read the worksheet and explain their answers to the following questions:

- What does this letter tell us about Abraham Lincoln's views in 1862 on slavery?

- How did his "personal" views compare with what he considered his "official duty"?

- Had his views changed since the start of the war?

- How justified was Lincoln in making the survival of the Union his first priority?

. Distribute Worksheet 12B, "Another Lincoln Decision." Divide the class into small groups and instruct each group to read and follow the directions on the worksheet.

. Have representatives of each group share their "memos to Lincoln" with the class.

. Distribute Worksheet 12C, "The Emancipation Proclamation." Have students read the worksheet and explain their answers to the following questions:

- What decision did Abraham Lincoln make in 1862 with regard to the slavery issue?

- What was the purpose of the Emancipation Proclamation?

- By what authority did Lincoln act in making this proclamation? Where did he get this authority?

- Were all slaves freed by the Emancipation Proclamation?

- Why do you think Lincoln asked those proclaimed free not to engage in violence?

- Lincoln invited freed slaves to join the Union army. If you had been a freed slave, would you have done so?

- Lincoln considered the Proclamation as a "war measure." What did he mean? How could it help to win the war?

- Some abolitionists considered the Emancipation Proclamation "too little, too late." What did they mean? Do you agree?

- Why couldn't the Proclamation be enforced at the time?

- Abraham Lincoln has been called "The Great Emancipator"; how deserving is he of this title?

. Distribute Worksheet 12D, "An Artist's Interpretation." Have students examine the painting and complete the exercise. Have students explain their answers to the following questions:

- What does this painting show?

- Why do you think the artist painted this picture?

- Would the point of view of the artist have affected what he painted? How?

- As a Northerner in 1863, how might viewing this painting have affected your feelings about the war?

- How effective is art as a way of expressing, and shaping, feelings and opinions?

Follow-up Activity:

. Point-Counter Point: Abraham Lincoln, The Great Emancipator? Select six students to roleplay members of an anti-slavery coalition of groups wanting President Lincoln to make abolition a Union war aim. The coalition is planning to organize an anti-slavery rally outside the White House. Members must decide the following:

1. speakers for the rally.
2. signs and slogans.
3. the text and design of a flyer.

. Stage a rehearsal for the rally in front of the class.

Worksheet 12A

LINCOLN ON SLAVERY: 1862

In 1862, A New York newspaper editor published an open letter insisting that President Lincoln free the slaves immediately. Lincoln wrote the following letter back:

Dear Sir:

I have just read your letter addressed to me through the New York Tribune.

As to the policy I "seem to be pursuing," as you say, I have not meant to leave anyone in doubt.

I would save the Union. I would save it the shortest way [that can be taken] under the Constitution.

If there be those who would not save the Union unless they could at the same time save slavery, I do not agree with them. If there be those who would not save the Union unless they could at the same time destroy slavery, I do not agree with them. My paramount object in this struggle is to save the Union, and is not either to save or destroy slavery.

If I could save the Union without freeing any slave, I would do it; and if I could save it by freeing all the slaves, I would do it; and if I could do it by freeing some and leaving others alone, I would also do that. What I do about slavery and the colored race, I do because I believe it helps to save this Union; and what I forbear [refrain from doing] I forbear because I do not believe it would help to save the Union.

I have here stated my purpose according to my view of official duty; and I intend no modification of my oft-expressed personal wish that all men, everywhere, could be free.

New York Tribune, August 25, 1862. Photo from: Library of Congress. Permission pending.

Exercise:

Based on the letter to the New York editor, what would Lincoln think about the statements below? Check (✓) column A, if you think Lincoln would agree with the statement; column B, if Lincoln would disagree; and column C, if you are not sure about what Lincoln would think.

STATEMENTS	A AGREE	B DISAGREE	C UNSURE
1. Slavery must be destroyed at any cost.			
2. Saving the Union is the main purpose of the war.			
3. Slaves will only be freed if this helps save the Union.			
4. Personal feelings about slavery cannot determine official duty.			
5. The slavery issue can be settled after the Union is saved.			

Worksheet 12B

ANOTHER LINCOLN DECISION

The year is 1862 and you are an advisor to President Lincoln.

The war is going badly for the North. Meanwhile, abolitionists are demanding that the president free the slaves at once by means of a wartime proclamation. "Teach the rebels and traitors that the price they are to pay for the attempt to abolish this Government must be the abolition of slavery," said Frederick Douglass, the famous Black editor and reformer.

The president has asked you to list for him the pros and cons of freeing the slaves, which you have done in chart form below. Then you are to make recommendations. Review the chart, and write a memorandum to President Lincoln explaining your advice.

EMANCIPATION OF SLAVES	
ADVANTAGES	DISADVANTAGES
. Freeing the slaves will strengthen the moral cause of the Union at home and abroad.	. Words cannot free slaves. Union armies cannot even enforce the Constitution in the rebel states. They will not be able to enforce emancipation.
. England, proud of having abolished slavery in 1833, will refuse to side with the Confederacy.	. The Union cannot feed and care for slaves if they are freed.
. Abolitionists will be satisfied. They argue that it is absurd to fight a war without destroying the institution that caused it.	. If slaves are freed, the four border states will go over to the Confederacy.
. An economic blow will be delivered to the South, which depends on slavery.	. Many Northerners oppose emancipation. They volunteered to save the Union, not fight slavery.
. Freed slaves will join Union armies, which badly need more soldiers.	

Worksheet 12B, ANOTHER LINCOLN DECISION (continued)

Exercise:

M E M O R A N D U M

TO: President Lincoln

FROM: Your Advisor _____

SUBJECT: Emancipation of Slaves

- -

With regard to the decision you face on freeing the slaves, I recommend that you _____

I make this recommendation because _____

Worksheet 12C

THE EMANCIPATION PROCLAMATION

In September 1862, President Abraham Lincoln issued the proclamation below, effective January 1, 1863.

Below is an adaptation of the text of the proclamation.

> I, Abraham Lincoln, President of the United States, by virtue of the power vested in me as Commander-in-Chief of the United States in time of armed rebellion...
>
> Do order and declare that on the first day of January [1863], all persons held as slaves within areas still in rebellion against the United States, shall be...forever free...
>
> And I hereby [ask] the people so declared to be free to [avoid] all violence, unless in necessary self-defense; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.
>
> ...Such persons...will be received into the armed services of the United States...
>
> And upon this act, sincerely believed to be an act of justice, warranted by the Constitution upon military necessity, I [ask] the favor of Almighty God.

Worksheet 12D

AN ARTIST'S INTERPRETATION

The painting shown below by A. A. Lamb was completed at the time of the Emancipation Proclamation. It shows the mood of many Northerners at the time.

Photo from: A History of the Republic, Vol. 1 (Englewood Cliffs, N.J.: Prentice-Hall) , p. 563. Permission pending.

Exercise:

Base your answers to the following questions on the above painting.

. What group of people is at the left?_____

. Who is carrying the proclamation?_____

. Who is the man on horseback at the right?_____

. What symbols of the Union does the artist use?_____

_____

. What is the mood shown in this painting?_____

_____

UNIT SIX: DIVISION AND REUNION

Learning Activity #13

Theme: Contributions, Struggle for Equality

Focus Question: How did presidential reconstruction attempt to reunite the American people?

Background:

Reconstruction was intended to heal the rift with the South caused by the Civil War as well as prepare the four million Black slaves for the struggles they would face as "free" men and women.

Lincoln favored a reconstruction plan that treated the Southern states with leniency. In his plan, only Confederate leaders would be punished and other Southerners would be pardoned. Once 10% of the citizens swore loyalty, the state could draw up a new constitution and be readmitted to the Union. Lincoln's assassination left the plan in the hands of Andrew Johnson, who distrusted Congress and did not believe in full racial equality. Under Johnson's amnesty plan, some former Confederate leaders were elected to state legislatures in 1865, leading to a full-scale confrontation with Congress.

Major Ideas:

. War often results in social CHANGE.

. As the victors, Northern political leaders tried to implement their own solutions to the problems which caused the war.

Concepts:

. Change
. Power

Performance Objectives: Students will be able to

. Identify the key elements of the presidential reconstruction plan.

. Explain the strengths and weaknesses of the presidential plan.

. Evaluate the effectiveness of the presidential plan in fulfilling its goals.

Development:

. Distribute Worksheet 13A, "Presidential Reconstruction." Have students read the worksheet and then explain their answers to the following questions:

- What does this worksheet tell us about Lincoln's view toward reconstruction?

- How could former states be readmitted to the Union?

- To what extent does this plan allow former Confederate leaders to regain power?

- If you were a Southerner, how would you have reacted to this oath? How would a Northerner react to this oath? How would Blacks react?

- Why did many Northerners believe that this plan was too lenient?

- How do you think Lincoln justified his lenient treatment of the Confederate states?

- Do you think that Lincoln's plan represented the best way to reunite the South and North?

. Distribute Worksheet 13B, "Johnson's Policy." Have students explain their answers to the following questions:

- What is Johnson saying here?

- How would you describe Johnson's policy?

- Roleplay the following people, describing their reactions to Johnson's policy: a) a former slave, b) a Northern soldier, c) a Southern farmer.

- How can you explain the opposition of many Northerners to this policy?

- If you were a member of the United States Congress at the time, would you have supported this policy?

- Are rebellions such as the Civil War best handled by treating the rebels harshly or leniently?

. Distribute Worksheet 13C, "Black Views on Presidential Reconstruction." Have students read the worksheet and explain their answers to the following questions:

- What do we learn from this worksheet about the effects of President Johnson's reconstruction policy on Black people?

- Roleplay a conversation between a Black leader in the South and President Johnson about the president's reconstruction policy.

- What concerns are raised here by Blacks about the existing Reconstruction plan?

- Why do these Black leaders believe gaining the vote is so important?

- If you were President Johnson, how would you respond to the concerns raised on this page?

Follow-up Activity:

. Have students imagine that they are a group of African-American leaders opposed to President Andrew Johnson's reconstruction program. Ask them to discuss the following:

- What steps would you take to lobby for a more sweeping program?

- Which groups would you get to support your view?

- Why might members of these groups support your views?

Worksheet 13A

PRESIDENTIAL RECONSTRUCTION

Below, Abraham Lincoln describes his policy for reuniting the South and the North after the Civil War.

> With Malice [hatred] toward none, with charity for all, let us strive [attempt] to bind up the nation's wounds, to care for those who have died in battle and for their widows, to do all we can to achieve a just and lasting peace among ourselves and with all nations.

Lincoln's Oath for Readmission to the Union

I, Abraham Lincoln, President of the United States, declare to all persons who have participated in the rebellion that a full pardon is hereby granted to them, with restoration of all rights of property except as to owning slaves, upon the condition that every such person shall take this oath:

> I, _____, do solemnly swear, in presence of almighty God, that I will support the Constitution of the United States and that I will obey all acts of Congress passed during the existing rebellion with reference to slaves; so help me God.

The following persons are not entitled to the benefits of this proclamation: anyone who has been an official of the Confederate States of America; all who have left the United States to aid the rebellion; all military or naval officers of the Confederate government above the rank of colonel in the army or lieutenant in the navy; all who left seats in the United States Congress to aid the rebellion.

Whenever at least one-tenth of the voters in a Confederate state shall take this oath, that state government shall be recognized as the true government of that state.

Adapted from: Abraham Lincoln, "Proclamation," December 8, 1863.

Worksheet 13B

JOHNSON'S POLICY

After Lincoln's death, President Andrew Johnson described his Reconstruction policy.

> My policy has been one which has intended to restore the glorious Union, to bring those great states [in the South] to their original relations to the Government of the United States. We have said to those states (1) take back your laws that have said you are no longer a part of the Union, (2) promise to pay off your war debts, and (3) ratify the 13th Amendment [prohibited slavery].
>
> We should not deal with the whole people of the South out of a spirit of revenge. However, while I have pardoned many, no one has worked harder than I to see to it that those responsible for this rebellion be brought to justice according to the principle that "treason is a crime."
>
> But as for the great mass of people, who have been forced or misled into rebellion, let there be forgiveness and kindness and trust and confidence in them.

Adapted from: The Search for Meaning: Viewpoints in American History, Richard E. Marshall (Philadelphia: Lippincott Publishers, 1973), p. 156.

Worksheet 13C

BLACK VIEWS ON PRESIDENTIAL RECONSTRUCTION

Some African-American opinions about presidential reconstruction policy appear below.

1. To his Excellency, Andrew Johnson, President of the United States:

   We, the undersigned are colored men of the state of North Carolina, the age of 21 or upward, and we come to you with our request. Some of us have had the privilege of fighting for our country in this war. We want to show our countrymen that we can fulfill the responsibilities of citizenship. We want the privilege of voting. What we desire is that before you allow elections in the returning states that you allow the enrollment of all loyal men without regard to color.

Adapted from: the New York Daily Tribune, May 1, 1865.

2. The interest of the colored citizens of Virginia are more directly affected by Virginia's return to the Union than any other group of citizens. All loyal men, black or white, should have equal rights as a protection against the votes of those disloyal men who left the Union. The traitors should not dictate to us the terms of our citizenship.

Adapted from: Equal Suffrage Address from the Colored Citizens of Norfolk, Va to the People of the United States.

3. We have confidence in Andrew Johnson, but fear those who recently demonstrated their hatred against the United States by participating in the recent rebellion. It is the same group who have recently taken an oath of allegiance to support the government. With all their feelings of hatred toward the black men, we cannot expect justice at their hands.

Adapted from: New York Daily Tribune, June 15, 1865.

4. The President of the United States has, by proclamation dated June 13, 1865, appointed a Governor and declared that an election shall be held. The Governor has directed that in the election only those who are allowed to vote under Mississippi's constitution and law may participate in this election, excluding the loyal colored citizens. Therefore, we appeal to the President that the state of Mississippi not be restored to the Union unless by the Constitution it gives the colored citizens the right to vote.

Adapted from: New York Daily Tribune, July 11, 1865.

5. We, the colored people of Tennessee, protest the delegation from this state being admitted to take their seats in Congress until this state legislature grants us our rights as freemen.

Adapted from: Congressional Globe, Dec. 21, 1865, 39th Congress, 1st Session, Pt. I, p. 107.

UNIT SIX: DIVISION AND REUNION

Learning Activity #14

Themes: Contributions, Struggle for Equality

Focus Question: How successful was the congressional reconstruction policy in achieving its aims?

Background:

President Johnson's reconstruction policy, which returned the Confederate state governments to power, angered congressional leaders. Radical Republicans, under the leadership of Thaddeus Stevens, were alarmed at the laws that were passed in the former Confederate states which restricted the rights of the newly-freed population. They sought to subjugate the defeated South with a military presence, although few Northerners shared Stevens's genuine concerns for Black rights. To ensure Republican power, the enfranchisement of Blacks was necessary.

The Congress and the President clashed in their plans, ultimately leading to the Johnson impeachment trial. Congress passed the 14th and 15th amendments and the Civil Rights Act. In addition, Congress exercised its power to admit new states. In so doing, many Black delegates participated in the rewriting of new state constitutions. So-called Black Codes were repealed. These new state constitutions extended rights and schooling to Blacks and whites. Black and white legislators worked together to try to end discrimination. Although Thaddeus Stevens hoped to give all freed slaves "forty acres and a mule," aside from passing the so-called "civil rights amendment" to the Constitution, Congress attempted to help Blacks by establishing the Freedman's Bureau, which did a great deal to assist Black people in the transition to freedom. The failure of congressional legislators, however, to deal successfully with the problems of a "landless" Black population eventually led to Blacks being used as sharecroppers, a situation akin to slavery.

Recent scholarship has discredited the belief that corruption was rampant among Black legislatures and that no positive accomplishments were made during this period.

Major Ideas:

. As the victors, Northern political leaders tried to implement their own solutions to the problems that caused the war.

. Blacks attempted to provide solutions to problems that plagued them during the Reconstruction period.

. Blacks and whites attempted to rebuild the South in a democratic mold.

Concepts:

. Human Rights
. Political System
. Power

Performance Objectives: Students will be able to:

. Compare and contrast the key elements of the presidential and congressional reconstruction plans.

. Explain the strengths and weaknesses of the congressional reconstruction plan.

. Describe the role of Black legislators in rebuilding the South.

. Evaluate the success of the congressional reconstruction plan in achieving its aims.

Development:

. Distribute Worksheet 14A, "The Black Codes." Have students read the worksheet, complete the exercises, and explain their answers to the following questions:

- What were the Black Codes?

- Why do you think the states of Mississippi and Louisiana passed such laws?

- How do you think the passage of such laws affected the lives of Blacks in the South?

- If you were a Black man or woman at this time, how would you have reacted to such laws?

- How can you explain why many Northern anti-slavery groups blamed President Johnson's reconstruction policies for the Black Codes?

- If you were a member of the United States Congress, what actions would you take in response to the Black Codes?

. Distribute Worksheet 14B, "Presidential vs. Congressional Reconstruction." Have students read the chart, complete the exercise, and explain their answers to the following questions:

- What are the main features of the congressional reconstruction plan?

- How does the congressional plan compare and contrast to the President's plan?

- How did the congressional plan attempt to provide for the needs of African-Americans?

- Do you feel that a clash between the President and the Congress could have been avoided?

- Which plan represents the best way to bring the South back into the Union?

. Distribute Worksheet 14C, "Black Participation in Constitutional Conventions." Have students complete the worksheet and explain their answers to the following questions:

- What information do we get from this map?

- What does this map tell us about Black participation in rewriting the state constitutions of the former Confederate states?

- How well were Blacks represented in the Constitutional Convention of 1867-1868?

- As a member of Congress, what conclusions would you have drawn about the effectiveness of the congressional reconstruction plan from looking at this map?

- Would you recommend any additional action based on this knowledge?

. Distribute Worksheet 14D, "Charlotte Forten - Teacher." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What do we learn about the Freedmen's schools from this account?

- What does Charlotte Forten mean when she says, "[they] come here as other children go to play?" How can you explain this attitude?

- If you were Charlotte Forten, how would you feel about this teaching experience? Explain.

- How important do you think Freedmen's Bureau schools were to the children and community described in this account?

. Distribute Worksheet 14E, "Timothy Goes to School." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What does this account tell us about Timothy Smith?

- What does this account tell us about the conditions faced by Blacks after the Civil War?

- What does Timothy Smith's experience tell us about the work of the Freedmen's Bureau during Reconstruction?

- What examples does Smith provide of his strong desire to get an education?

- How would you respond to Smith's comments to the readers at the end of his statement?

- Do young people today have a similar attitude toward education as did Timothy Smith?

- Is education for young people today just as important, more important, or less important than it was for Timothy Smith?

Distribute Worksheet 14F, "Learning to Read." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What is this poem about?

- How does Chloe explain her desire to read?

- What feelings did you get about Chloe from reading this poem?

- What do you think the poet meant when she said that slaveholders felt "knowledge didn't agree with slavery"? According to the poet how did Southerners feel about Black people learning how to read after the Civil War? How can you explain this feeling?

- Why does the poet say that after learning how to read she "felt as independent as a queen upon her throne"?

- What do you think it might be like not to be able to read?

- Do you think that learning how to read is just as important to people in the United States today as it was to Chloe?

. Distribute Worksheet 14G, "Freedmen's Court." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What do we learn about the Freedmen's Bureau from this account?

- If you were a Black in the South at this time, how would you describe the importance of the Freedmen's Bureau to you?

- President Johnson vetoed the bill, claiming that it was unconstitutional in that it required the army to enforce its rules in peacetime. Would you have argued with President Johnson's decision to veto this bill on these grounds? Why or why not?

. Distribute Worksheet 14H, "New Lawmakers." Have students read the worksheet, then have them explain their answers to the following questions:

- What do we learn about the work of the Reconstruction legislatures from this worksheet?

- To what degree were these legislatures justified in claiming that they tried to do what was best for the people they represented?

- Why did many forces that favored slavery in the South attack the work of these legislators so strongly?

- If you were a member of the South Carolina legislature at this time, of which accomplishment would you feel most proud?

<u>Follow-up Activities</u>:

. Have the class roleplay Johnson and the leaders of the Congress holding a session to resolve their differences over reconstruction.

- Imagine that you are a group of African-Americans who have been helped by the Freedmen's Bureau. Discuss the following:

    1. Your progress since emancipation.
    2. Your goals for the future.
    3. Ways in which you might unite to achieve greater economic and political freedom.

- In Worksheet 14G, you read about the accomplishments of one of the several African-American Congressmen who served our nation during the Reconstruction, S.L. Lee. If you were running Congressman Lee's reelection campaign, what would you bring to the attention of his constituents? Write a campaign pamphlet you could use in support of Congressman Lee's reelection bid and draw a poster for the same purpose.

- From Worksheet 14G, you can see that Congressman Lee had certain priorities for his constituents. Are these issues still important to the members of Congress today? Visit the local office of your Congressperson to speak to him/her or one of the administrators in the office about Worksheet 14G.

  If you don't know the Congressperson's name you can find out by calling: The League of Women Voters, (212) 674-8484.

- The Freedman's Bureau established schools, believing that education was an important tool in the ex-slaves' struggle for equality. Many people today are convinced that education is equally important. Write a public service announcement which is intended to convince all youngsters to stay in school.

- Write an essay based on the premise that President Johnson's plan for reconstruction rather than the Congressional plan was implemented. How would things have been different?

Worksheet 14A

THE BLACK CODES

Soon after the Civil war ended, governments in a number of Southern states passed laws known as Black Codes. Imagine that you have picked up an edition of The American Mosaic. It is a special issue, dealing only with these Black Codes. After you finish reading the paper, write a letter to the editor giving your opinion about what the federal government should do regarding these laws.

T H E A M E R I C A N M O S A I C

SPECIAL ISSUE ON THE BLACK CODES IN THE SOUTH
December 1866

The following laws were enacted by a number of Southern state legislatures:

- Persons of color may not be part of the state militia. Nor may they be allowed to possess any military weapon, without permission.

- It shall not be lawful for any person of color to own an establishment where liquor is either made or sold.

- No person of color shall move into or reside in this state unless he posts a bond swearing his good behavior. In addition, two freeholders must also swear his good behavior and promise to support him if he is not able to support himself. A person of color ordered to leave who does not do so in 15 days may be sentenced to hard labor.

- Marriage between a person of color and any other citizen shall be illegal and void.

- All persons of color signing contracts of labor shall be known as servants and their employers shall be known as masters.

- A person of color desiring to practice an art, trade, or business as a skilled craftsman, mechanic, shopkeeper, or trade (other than a servant) must obtain a license from the Judge of the District Court. This license shall be good for one year only.

- A person of color convicted of a crime and sentenced to hard labor may be hired out to any farm owner for the term of imprisonment. Any Southerner shall have all rights over the prisoner as befits a master over a servant, including the right to discipline the prisoner.

Exercise:

To the Editor:

I have read your recent issue on the Black codes with great interest. I feel

that_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Sincerely,

_____

Worksheet 14B

PRESIDENTIAL VS. CONGRESSIONAL RECONSTRUCTION

ISSUE	PRESIDENT'S POLICY	CONGRESSIONAL POLICY
Readmission of states to the Union	A state can return to the Union if 10% of voters swear their loyalty to the Union. States must ratify 13th Amendment (abolishing slavery) to enter the Union.	New state constitutions must guarantee Blacks the right to vote and hold office. States must ratify 14th Amendment guaranteeing rights of citizenship to Blacks.
Presence of military force in the South	Northern armies should be withdrawn from the South.	The South is to be divided into five military districts.
Treatment of Confederate leaders	Punish leaders of the Confederacy. Amnesty granted on personal appeal to President Johnson.	Punish leaders of Confederacy. Punish all who participated in Civil War by denying them seats in Congress or state legislatures and the right to vote.
Rights of newly freed Blacks	Lincoln established Freedmen's Bureau to help Blacks. Johnson opposed Civil Rights Act (1866) and 14th Amendment.	Expanded Freedmen's Bureau over Johnson's veto. Civil Rights Act, promising equality under the law, passed. Fifteenth Amendment: Black males should have the right to vote.

Exercise:
In the space below, list each side's position on three key points of contention between the presidential and congressional reconstruction plans.

President's Policy	Congress's Policy
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

What solutions or suggestions do you have to prevent this clash?

_____

_____

_____

_____

_____

_____

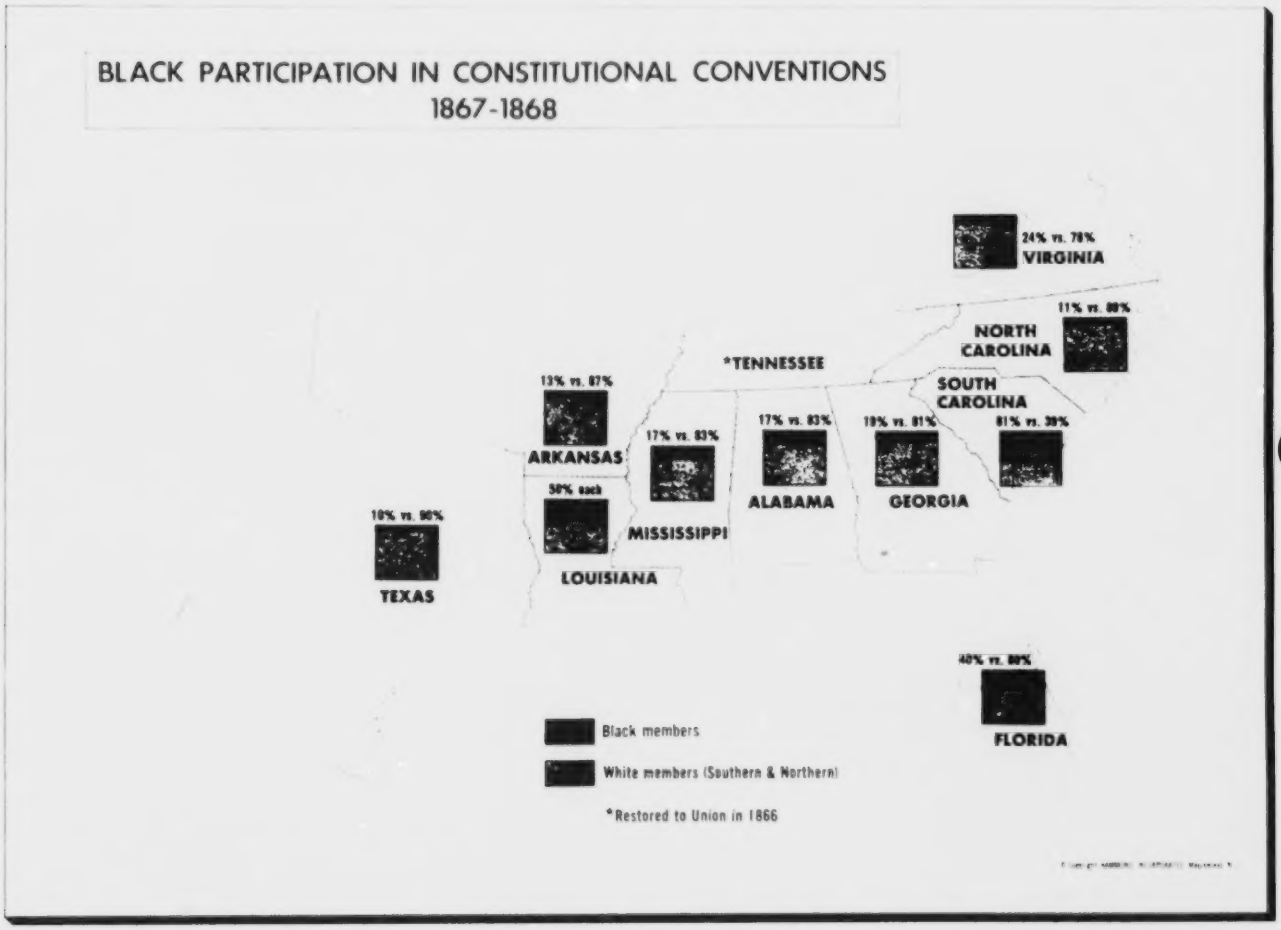
_____

_____

Worksheet 14C

BLACK PARTICIPATION IN CONSTITUTIONAL CONVENTIONS

Under congressional reconstruction, Southern states had to rewrite their state constitutions in order to be readmitted to the Union. These constitutions had to guarantee Black voting rights and ratify the Fourteenth Amendment to the United States Constitution. Study the map below, then complete the exercise that follows.



Hammond United States History Atlas (Maplewood, N.J.: Hammond, Inc., 1989), p. 28.

Worksheet 14C, BLACK PARTICIPATION IN CONSTITUTIONAL CONVENTIONS (continued)

Exercise:

1. The only Southern state that was readmitted to the Union without rewriting its state constitution was _____.

2. The three states that had the greatest percentage of Blacks participating in their constitutional conventions were _____, _____, and _____.

3. The state that had the smallest percentage of Blacks participating in its constitutional convention was _____.

4. On the basis of this chart, we might conclude that under Congressional Reconstruction, Black participation in government extended to (no, some, all) states in the South.

Worksheet 14D

CHARLOTTE FORTEN - TEACHER

Charlotte Forten, a free Black, went to the Sea Islands off the South Carolina Coast to teach at the newly created Freedmen's Bureau school. Ms. Forten grew up in rather comfortable surroundings. In fact, Charlotte attended a private school near Boston, where her classmates were friendly inside school, but outside, she wrote, "they feared to recognize me." Forten found the teaching of ex-slaves to hold important rewards for her:

> ...I never before saw children so eager to learn, although I had had several years' experience in New England schools. Coming to school is a constant delight and recreation to them. They come here as other children go to play. The older ones, during the summer, work in the fields from early morning until eleven or twelve o'clock and then come to school, after their hard work in the hot sun, as bright and as anxious to learn as ever....
>
> [The adults] are willing to make many sacrifices that their children may attend school. One old woman, who had a large family of children and grandchildren, came regularly to school in the winter, and took her seat among the little ones. She was at least sixty years old. Another woman -- who had one of the best faces I ever saw -- came daily, and brought her baby in her arms.

Charlotte Forten, "Life on the Sea Island," Atlantic Monthly, Vol. 13 (March, 1864) p. 591. In Beth Millstein and Jeanne Bodin, We, The American Women: A Documentary History (Chicago: Science Research Associates, Inc., 1977), pp. 134-135.

Exercise:

Give two examples from Charlotte Forten's account that support each of the following statements:

Statement A: I never before saw children so eager to learn.

Example 1: _____

Example 2: _____

Statement B: The families in the community made sacrifices to provide education for young and old.

Example 1: _____

Example 2: _____

Worksheet 14E

TIMOTHY SMITH GOES TO SCHOOL

The Freedmen's Bureau set up and supervised schools and colleges. Timothy Smith, an ex-slave, describes his eagerness for an education in this personal account:

> ...At the end of the War he [master] told me I was welcome to stay with him the balance of the year. He clothed and fed me, but gave me no wages.... I was obliged to look out for mother and seven children, so when Christmas drew near I told him I must get a home where I could work for them. He told me he would give me any price in reason if I would stay with him the next year. Well, I agreed to stay, provided he would give me one fourth of everything that was made upon the plantation and feed the whole family and school us at night. He immediately agreed to do so. I worked hard upon the farm all day and studied at night. I did not know my a b c's at the beginning of 1866. I could not write my name in 1867. There were no public schools nearby. I walked a mile every night, sometimes in snow knee-deep. I seen that education was a great thing and something that I badly needed, especially in keeping my accounts.
>
> I stayed there during 1868. That fall I had a chance to go five months to a public school. I thought the time was precious and I lost just as little of it as possible. My distance then was five miles, which I walked every night and morning. Rain, hail, or snow seldom kept me back.... In 1869 I went seven months to school again, living with my uncle three miles from the school.
>
> The Superintendent of the County was anxious to have me come to this institution [Hampton College], so through his recommendation I am here today, and belong to the junior class. I am grateful to God for this much-esteemed opportunity.
>
> Dear reader, you will please remember when you read these few lines that you are reading the writing of a person that has had only about 16 or 17 months of school altogether.

Mary Frances Morgan and Helen W. Ludlow, Hampton and Its Students with 50 Cabin and Plantation Songs (New York: G.P. Putnam's Sons, 1874), pp. 99-100.

Worksheet 14E, TIMOTHY SMITH GOES TO SCHOOL (continued)

Exercise:

A. Complete the following timeline of Timothy Smith's life:

1865 (Civil War ended) _____

1866 _____

1867 _____

1868 _____

1869 _____

B. Complete the following interview with Smith:

Interviewer: How did you begin to get an education?

Smith: My ex-master taught us in exchange for staying with him to work.

Interviewer: _____

Smith: _____

Interviewer: _____

Smith: _____

Interviewer: Why were you so eager to get an education?

Smith: _____

_____

Interviewer: Why didn't your master educate you when you were a slave?

Smith: _____

Interviewer: _____

Smith: _____

Interviewer: What are your hopes for the future?

Smith: _____

_____

Interviewer: _____

Smith: _____

Worksheet 14F

LEARNING TO READ

A former slave describes her feelings about first learning to read at the age of 60. After reading the worksheet complete the exercise on the following page.

"Learning to Read"

Very soon the Yankee teachers
   Came down and set up school
But, oh! how the Rebs did hate it, --
   It was agin' their rule.

Our masters always tried to hide
   Book learning from our eyes;
Knowledge didn't agree with slavery --
   'twould make us all too wise.

But some of us would try to steal
   A little from the book,
And put the words together,
   And learn by hook or crook.

I remember Uncle Caldwell,
   Who took pot liquor fat
And greased the pages of his book
   And hid it in his hat,

And had his master ever seen
   The leaves upon his head,
He'd have thought them greasy papers,
   But nothing to be read.

And there was Mr. Turner's Ben,
   Who heard the children spell,
And picked the words right up by heart,
And learned to read 'em well.

Well, the Northern folks kept sending
   The Yankee teachers down;
And they stood right up and helped us,
   Though the Rebs did sneer and frown.

And I longed to read my Bible,
   For precious words it said;
But when I begun to learn it,
   Folks just shook their heads,

And said there is no use trying,
   Oh! Chloe, you're too late;
But as I was rising sixty,
   I had no time to wait.

(continued)

So I got a pair of glasses,
   And straight to work I went,
And never stopped till I could read
   The hymns and testament.

Then I got a little cabin
   A place to call my own --
And felt as independent
   As the queen upon her throne.

"Learning to Read," Frances Ellen Watkins in Calvalcade: Negro American Writing from 1760 to the Present. Eds. Davis, Arthur P. and Redding Saunders (Boston: Houghton Mifflin Company, 1971). Permission pending.

Throughout the United States today, many organizations are sponsoring literacy programs to assist those adults who still cannot read. Use the worksheet below to design a poster to encourage people in your community who may not be able to read to enter such a program. Use the format below to help develop your poster.

Headline or slogan to get peoples' attention about the reading program. _____

_____

Picture to convey message in visual form

Site (select a possible site for program in your community). _____

_____

Time (Select a time from which sessions would last) _____ to _____

_____
Day

Worksheet 14G

FREEDMEN'S COURT

One can get a good idea of the work of the Freedmen's Bureau from reading about some cases of the Freedmen's Court.

Case 1: A Black man asks the Freedman's Court for assistance in finding his wife and children who were sold separately from him when all were slaves. A fifty dollar reward is offered for information.

Case 2: A white woman, who has proof that she is in fact a colored woman, needs help after reviewing a police warning that she must not live with her husband because he is Black.

Case 3: An elderly farmer and a young Black boy need assistance from the court in drawing up a contact.

Case 4: A Black man needs help after being apparently swindled. His cotton crop has been seized and the fifteen men and women who he hired need their wages to buy Christmas presents. The man asks the court to help him raise $300.... "For I'm bound," he says, "to be fair with my men."

Case 5: A boy, who was a former slave, was willed some money by his father, a free man. The boy's owner borrowed the money, giving him a receipt but never repaid the money claiming that as master he owned both the boy and all his belongings. After the boy displayed the note, crumpled and dirty after being hidden many years, the court declared that the money be restored with interest.

Adapted from: J. T. Trowbridge, The South (Hartford, 1866)

Exercise:

List five examples of the kind of help provided for Blacks by the Freedman's Bureau. Next to each indicate how important you believe its help was using one of the following symbols:

U - Unimportant
L - Of little importance
I - Important
M - Most important

	Example	Rating
1.		
2.		
3.		
4.		
5.		

Worksheet 14H

NEW LAWMAKERS

During Reconstruction, many Blacks were elected to state legislatures in the South. Despite many obstacles, including a lack of experience in government, they were able to accomplish a great deal. As an example, Black Congressman Thomas Miller of South Carolina reported the following:

> In administering affairs in South Carolina from 1873-1876, we passed reform acts, touching every department in state and local government.
>
> We built school houses, established charitable organizations, built and maintained a penitentiary system, provided for the education of the deaf and those who cannot speak, rebuilt bridges, and re-established the ferries. In that, we had reconstructed the state and placed it upon the road to prosperity and hardly increased the state's debt.

Adapted from: The Suffrage, Speeches by Negroes in the Constitutional Convention (1895), pp. 13, 15.

The Speaker of the House of Representatives, S. L. Lee, gave this report to the South Carolina House members:

> While we are...perhaps very little skilled in the science of government...we achieved much.... We have sought in each case to do what is best for the State.
>
> Permit me to refer to our increased educational advantages. Schools are springing up in every part of the state. The number of competent, well-trained teachers is increasing. Our state university has been renovated. New professors of unquestioned ability fill the chairs of those who felt they were too aristocratic to instruct colored youth. A system of scholarships has been established and will soon bring into the university a very large number of students.
>
> The effects of education can also be seen; daily the people are more knowledgeable, their minds are expanding.

Adapted from: Journal of the House of Representatives of the State of South Carolina for the Regular Session of 1873-1874 (Columbia, 1874), pp. 549-553.

UNIT SIX: DIVISION AND REUNION

Learning Activity #15

Themes: Contributions, Struggle for Equality

Focus Question: How great an impact did Reconstruction have on the lives of Black Americans?

Background:

During the Reconstruction period, African-Americans, who had heretofore been denied the right to vote, were elected to Congress and other government positions. The 13th, 14th, and 15th Amendments to the United States Constitution, which are also called the Reconstruction Amendments, abolished slavery, extended rights of citizenship to all Americans (except American Indians) and extended voting rights to all Black males, respectively. As the Reconstruction period ended (1877), the Southern state governments were already on their way toward disenfranchising Black Americans once again.

Whites who cooperated with Blacks in their attempt to secure for all Americans the rights they had been denied suffered with them at the hands of organizations like the Ku Klux Klan. They too, especially in the South, were subjected to beatings, destruction of property, and even death for standing up for the principles of democracy for all, regardless of race and ethnicity.

Major Ideas:

. War often results in social CHANGE.

. Efforts to advance equality were ultimately defeated by discriminatory actions and violence.

Concepts:

. Change
. Citizenship
. Power

Performance Objectives: Students will be able to:

. Explain how the 13th, 14th, and 15th Amendments to the United States Constitution and Reconstruction legislation affected Black Americans.

. Explain the extent to which the new freedoms given Blacks became restricted.

. Evaluate the extent to which the lives of African-Americans improved as a result of Reconstruction.

Development:

. Distribute Worksheet 15A, "The Reconstruction Amendments." Have students complete the worksheet and explain their answers to the following questions:

- What does this worksheet tell us about the 13th, 14th, and 15th Amendments?

- Why have these Amendments been called the "Reconstruction Amendments"?

- In what ways did these amendments further the course of equality?

- How is the promise of equality captured in the picture?

- How can we explain the fact that despite passage of these amendments, the struggle for equal rights for African-Americans was just beginning?

- Do you think these amendments went far enough to help Black people?

- What other steps should the government have taken to ensure equal rights for Black people?

. Distribute Worksheet 15B, "Freedmen's Work Contract." Have students, working in pairs, complete the worksheet. Then have them explain their answers to the following questions:

- What does this contract tell us about the lives of Black sharecroppers after the Civil War?

- Do you agree with the many historians who believe that contracts such as these placed Black people in a situation very similar to slavery? Explain.

- According to the contracts, what promises did Ms. Allston make to the Freedmen?

- Why do you think many Blacks signed such contracts?

- Do you think this contract was fair to both sides? Explain.

- If you were a newly freed Black person, would you have signed this contract? Why or why not?

. Distribute Worksheet 15C, "The Terrorism of the Klan." Have students complete the worksheet and explain their answers to the following questions:

- What do these accounts tell us about the Ku Klux Klan?

- What is your reaction to the Klan?

- What is your reaction to the steps taken against the Klan in the accounts by Willis Johnson and the Black citizens of Kentucky? Would you have done the same things?

- What actions should the Congress have taken?

Follow-up Activities:

- In Worksheet 15C students read about the origins of the Ku Klux Klan during the Reconstruction Period. Regrettably, although small in membership the Klan is still active in the United States. Have students do research on the Klan and other hate groups in the United States. Have them design a campaign to combat the virus of bigotry (e.g., rallies, subway billboards, television anouncements).

- Here is a book students might want to consult to learn about the Klan.

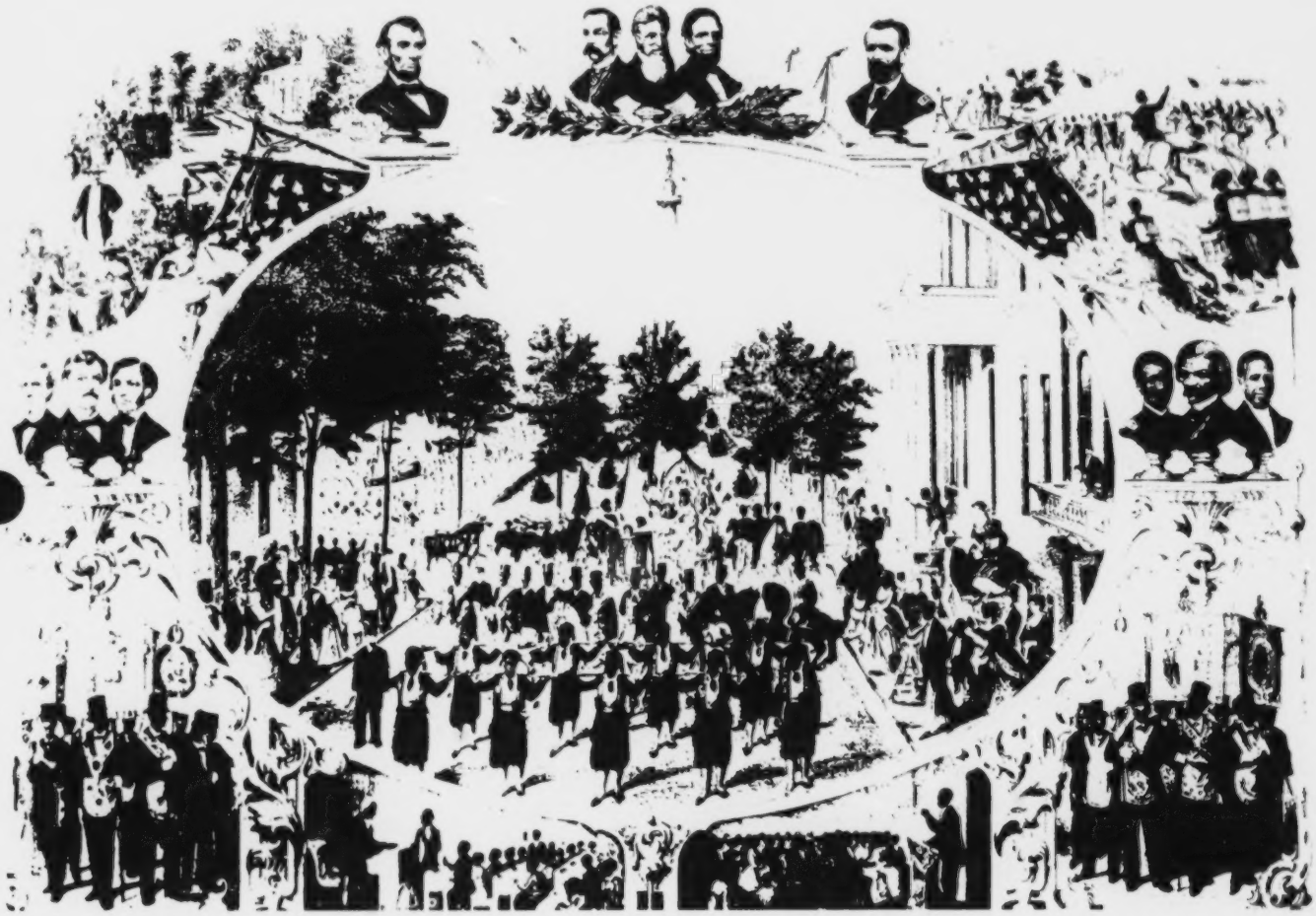
Extremist Groups in the United States
NY: The Anti-Defamation League of B'nai Brith, 1987

- Have students research three court cases based on the 14th Amendment to illustrate how the 14th Amendment is the basis of the struggle for equality today for various cultural and ethnic groups in the United States.

Worksheet 15A

THE RECONSTRUCTION AMENDMENTS

The 13th, 14th, and 15th Amendments to the United States Constitution extended the promise of equality to Black Americans. Examine the picture below and complete the exercise that follows.



R. Divine, et al., America: The People and the Dream (Glenview, Illinois: Scott Foresman and Co., 1991), p. 495 (Maryland Historical Society).

Worksheet 15A, THE RECONSTRUCTION AMENDMENTS (continued)

Exercise:

For each of the Amendments listed, explain how the promise of equality is pictured.

Amendment	How the promise is pictured
1. 13th Amendment (Abolished slavery)	
2. 14th Amendment (Extended rights of citizenship to all Americans -- except American Indians -- in the United States)	
3. 15th Amendment (Extended right to vote to Black males)	

Worksheet 15B

FREEDMEN'S WORK CONTRACT

Although the Thirteenth Amendment abolished slavery, the lack of a land policy made many freedmen dependent upon the plantation owner as sharecroppers. Read the contract below that outlines the agreement between freedmen and land owners. Then complete the exercise that follows.

State of South Carolina
Darlington District
Articles of Agreement

This agreement entered into between Mrs. Adele Allston Exect and the freedmen and women of the Upper Quarters plantation says:

That the Freedmen and Women agree, for the remainder of the present year, to reside upon and work to cultivate the Exect Plantation of the former. And they further agree to necessary plantation rules and regulations as Mrs. Allston's Agent may enforce; that they will not keep any gun, pistol, or other weapon, or leave the plantation without permission from their employer; that in all things connected with their duties as laborers on said plantation, they will obey to all orders from Mrs. Allston or her agent; that they will avoid drunkenness and other gross vices; that they will not misuse any of the plantation tools or agricultural implements, or any animals entrusted to their care, or any boats, flats, carts, or wagons; and in case any property belonging to the plantation shall be destroyed or injured, the value of the articles so destroyed, shall be deducted from the portion of the crops which the person shall receive under his contract.

Any violation of the rules above shall result in dismissal from the plantation, or in such other manner as may be determined by court; and the person or persons so dismissed, shall give up the whole, or a part of his, her or their portion of the crop as the court may decide.

In return for the above services duly performed, Mrs. Allston agrees, after deducting seventy-five bushels of corn for each work animal, exclusively used in cultivating the crops for the present year, to turn over to the said freedmen and women, one half of the remaining corn, peas, and potatoes made this season. She further agrees to furnish the usual food rations until the contract is performed.

All cotton seed produced on the plantation is to be reserved for the use of the plantation. The freedmen, women, and children are to be treated in a manner consistent with their freedom. Necessary medical attention will be furnished as heretofore.

(continued)

Worksheet 15B, FREEDMEN'S WORK CONTRACT (continued)

Any deviation from the conditions of this contract upon the part of the said Mrs. Allston or her Agent or Agents shall be punished in such a manner as may be determined by a provost court, or a military commission. This agreement to continue till the first day of January 1866.

Witness our hand at the Upper Quarters this 28th day of July 1865.

_____

Gary Nash, et al., The American People (New York: Harper & Row, 1990), p. 554.

Exercise:

In the space below, indicate what the sharecroppers and plantation owner each gained from this contract.

Sharecroppers gained	Plantation owner gained

Worksheet 15C

THE TERRORISM OF THE KLAN

In response to the growing freedoms of African-Americans, a small number of Southerners joined the Ku Klux Klan, a secret society of nightriders who wore white hoods and sheets and resorted to whatever means necessary to intimidate Blacks and sympathetic whites. Willis Johnson, a Black laborer who confronted the Klan in his house in June of 1871, provides the account below. After reading Johnson's story and the petition sent to Congress in response to a series of Klan actions, complete the exercise that follows.

> It was between midnight and 1 o'clock. Just as I got to my door they blew the whistle. Another whistle, some ways off, answered. Then men seemed to surround the house. They yelled, "Open the Door." I ran upstairs to get my pistol. Then they went to the wood pile to get my axe. They broke open the front and back doors with the axe. They had not come in the house yet. Somebody said, "Strike a light!" They struck some matches and threw them in the house. They stepped up into the house; that's when I shot one of them and ran.... I knew I could never return home....
>
> Some time later, Mr. John Calmes, candidate for the Democrats for the legislature told me that the Kluxers wouldn't bother me if I took a piece of paper to the white people in the settlement telling them that I would never vote the radical [Republican] ticket again. He said all the Klan had against me was that on election day, I took tickets around among the Black people; and he said, "You knocked me out of a good many votes, but you're a good fellow and a good worker, and we want labor in this county." I told him I would not do that.

Adapted from Testimony Taken by the Joint Select Committee to Inquire into the Condition of Africans in the Late Insurrectionary States (Columbia, S.C., July 3, 1871).

A group of African-Americans in Frankfort, Kentucky, sent the following petition to Congress.

> We the Colored Citizens of Frankfort appeal to you to enact some law to protect us and allow us to exercise our rights as citizens. Despite the actions described below by the Ku Klux Klan, the Kentucky State Legislature has refused to take action against them. The Senator from this state denies that there are such organized bands. A list of some of the Klan actions appears below. We pray you will take action.

Nov. 1867	- Colored schoolhouse burned
Jan. 1868	- Negro Jim Macklin taken from jail and hung
Aug. 1868	- Cabe Field shot and killed by disguised mob
Aug. 1868	- Noah Blankenship whipped by mob
Sept. 1868	- Mob attacked house of Oliver Stone
Dec. 1868	- Woman outraged as part of attack on Cabin
Aug. 1868	- Mob tarred and feathered a Black man
Sept. 1869	- Mob whipped and bruised a Negro in Davis county
Sept. 1869	- Klan burned colored meeting house

Worksheet 15C, THE TERRORISM OF THE KLAN (continued)

Exercise:

Pretend you are a member of the United States Congress at the time the preceding petition was filed. In the appropriate column, make a list of possible actions you might take in response to the appeal for help by the Black citizens in Kentucky. List the consequences of all the actions you might take. Then write a memo recommending the action you think the government should take in response to the Klan actions.

	Possible Steps Congress Could Take	Consequences
1.		
2.		
3.		
4.		
5.		

To: Speaker of the House

From: _____
(Your Name)

In response to the actions being taken in Kentucky by the Ku Klux Klan, I recommend we do the following:

_____

_____

_____

I am suggesting these actions because _____

_____

_____

_____

UNIT SIX: DIVISION AND REUNION

Learning Activity #16

Focus Question: How were events in Canada and Mexico affected by the United States Civil War?

Background:

Mexico had ended slavery in 1829 and was unsympathetic to the United States, blaming it for the Mexican-American War. During the late 1850s and early 1860s, Mexico was beset with its own civil strife.

When severe economic difficulties in 1861 made President Benito Juarez suspend repayment of Mexico's considerable debt to its European creditors, France used the situation as an excuse to occupy the country. Supported by the Roman Catholic Church, the power of which had been threatened by the liberal, pro-Indian Juarez regime, Emperor Napoleon III installed Archduke Maximilian of Austria as emperor of Mexico. From northern Mexico, the forces of Juarez conducted guerrilla warfare against the French.

A monarch in Mexico, supported by foreign arms and headed by a foreigner, was as unacceptable to the United States as it was to Juarez. When the United States Civil War ended in 1865, the United States urged the French to comply with the Monroe Doctrine and withdraw from Mexico. When the French abandoned Maximilian, the forces of Juarez took control. The Emperor was captured, court-martialed, and executed by a firing squad.

Even before slavery was abolished in the British colonies in 1833, free Blacks who supported the Loyalists were welcomed in Canada, which was then known as British North America. Canada was a haven for runaway slaves and a site on the underground railroad. The support for the North during the Civil War was strong and more than 50,000 Canadians enlisted in the Union Army.

Although anti-slavery sentiment united the Canadians, there was fear that United States might want to annex Canada. Canadians united against the threat of a United States takeover when the British North America Act of 1867 was passed, which proclaimed Canada's independence. The region's diverse religious, linguistic, and cultural groups joined the new nation.

Major Ideas:

. In addition to causing internal problems in the United States, the Civil War threatened neighboring countries in North America.

Concepts:

. Human Rights
. Interdependence
. Power

Performance Objectives: Students will be able to:

. Describe the Maximilian affair.

. Explain how events in Canada and Mexico were affected by the United States Civil War.

. Evaluate the relationship among Canada, Mexico, and the United States during the American Civil War period.

Development:

. Distribute Worksheet 16A, "The Maximilian Incident." Assign students to roleplay the interviews. Have students complete the exercise and explain their answers to the following questions:

- What was the Maximilian incident?

- Why might France have attempted to put its ruler on the throne during the 1860s?

- How would the Civil War in the United States impact on France's actions?

- What do we learn about Maximilian from this interview?

- How would you compare the views of Maximilian and Juarez?

- If you were a Mexican, would you have supported Maximilian or Juarez?

- As President of the United States, how would you have reacted to events in Mexico?

. Distribute Worksheet 16B, "The 'Heaven' of the North." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

- What do these readings tell us about the role Canada played for slaves in the United States?

- Why did Martin Luther King, Jr., say, "Deep in our history of struggle for freedom Canada was the North Star"?

- According to King, how did the slaves use code words to escape to Canada?

- Why does King say that the freedom road links Canada and the United States?

. Distribute Worksheet 16C, "Canada and the Civil War." Have students complete the worksheet and explain their answers to the following questions:

- What does this worksheet tell us about United States-Canadian relations during the Civil War?

- Why were Canadians divided in their loyalties?

- How do you think most Canadians reacted to the Trent Affair? Do you think the Trent Affair played a role in uniting Canadians in their own independence movement?

- According to these news accounts, why did Britain and Canada fear territorial annexation by the United States?

- If you lived in America in 1867, what would have been your reaction to Canadian independence?

- How great an impact did the United States Civil War have on Canadian affairs of the 1860s?

Worksheet 16A

THE MAXIMILIAN INCIDENT

During the Civil War there was also civil strife in Mexico. Read the following interview with Maximilian, a foreigner who was put on the throne of Mexico by the French. Then read the interview with Benito Juarez, the president who had lost his government to Maximilian. After reading the interview complete the exercise that follows.

THE AMERICAN MOSAIC

Interview with Emperor Maximilian
December 1, 1865

The following is an interview with Emperor Maximilian of Mexico, held at Chapultepec Palace.

REPORTER: Your Excellency, it has been 10 months since the French Emperor Napoleon III put you on the Mexican throne. Are you sorry that you decided to leave your home in Austria and come to Mexico?

MAXIMILIAN: No! I am very happy that I decided to accept the Mexican throne. The Mexicans are now my people. I want to serve them for the rest of my life.

REPORTER: How do you answer the people who accuse you of being a puppet of Emperor Napoleon III?

MAXIMILIAN: I am not Napoleon's "puppet." Mexico owed France and other countries money. A country must pay its debts. I came here to bring order to Mexico so that it once again is respected by other nations. I cannot deny that Napoleon III and his brave soldiers have helped me. There are bandits and revolutionaries who want to overthrow me. However, most Mexicans support me.

Culver Pictures
Permission pending.

REPORTER: How do you know that you have the support of most Mexicans?

MAXIMILIAN: Look at what I have done. I have given the Roman Catholic church back its rights. Before I came, it was persecuted by the government of Benito Juarez. Education is once again the job of the Church. I have brought strong and orderly government to Mexico.

REPORTER: But what have you done for the average Mexican?

MAXIMILIAN: I was about to say that while I guaranteed the rights of the Church, I have refused to return the Church land seized by the Juarez government. This land will be given to the small farmers. I have also encouraged colonists from the United States to settle in northern Mexico. They will develop this region and provide jobs for Mexicans.

REPORTER: If you are so popular, Your Excellency, how do you explain the fact Benito Juarez is trying to overthrow you?

MAXIMILIAN: I know that many of the people who support Juarez think they are fighting for a just cause. I have asked them to give up and join us in building a united Mexico. Until now I have been lenient. However, the rebels have killed some of my bravest men. So from now on, anyone who takes up arms against me, the lawful emperor, will be tried and convicted of treason. He will be executed.

REPORTER: What would you say is the most important goal of your government, sir?

MAXIMILIAN: That's easy. I want to be emperor, not only of Mexico, but of all Mexicans.

Culver Pictures
Permission pending.

INTERVIEW WITH PRESIDENT BENITO JUAREZ

The following is an interview with the leader of the republican forces, President Benito Juarez. The interview took place in the northern border town of Paso El Norte.

REPORTER: President Juarez, Emperor Maximilian has asked that, for the good of the country, you lay down your weapons. He wants you to work with him to build a united Mexico. Will you accept his offer?

JUAREZ: I could not possibly accept it. First, Maximilian is not Mexico's rightful ruler. He is a puppet of the French. He would not last a day without the support of the French army. No, we will defeat the French and drive the foreigners from our soil. Then and only then will we, the Mexican government, build a united and prosperous Mexico.

REPORTER: How do you hope to defeat the French and Maximilian? Your army is much smaller and weaker.

JUAREZ: We have fought the French very well. We defeated them at the Battle of Puebla. We will go on fighting until they leave our country. We know that we cannot defeat them alone. We look to our northern neighbor, the United States, to help us. After all, the Monroe Doctrine states that European countries must stay out of the Americas. If the French leave, we will have no trouble defeating "Emperor" Maximilian.

REPORTER: President Juarez, Maximilian said that if you and your soldiers are captured, you will be tried by military courts, convicted, and shot. Will this new law stop you?

JUAREZ: This law, which we call the Black Decree, will only make us more determined to fight for our liberty. However, let Maximilian know that he and his men can expect the same treatment when they are captured. They are the traitors and foreigners. We are the patriots and the true representatives of the Mexican people.

REPORTER: What is the most important goal of your administration, President Juarez?

JUAREZ: It is simply to drive the foreigners out of Mexico and then build a country which will serve the needs of all Mexicans, especially the poor.

REPORTER: How have you helped Mexico's poor in past years?

JUAREZ: I have always believed in the rule of law and have listened to Indian delegation. I have defended Indians in court when they have been tricked out of their land and water rights. I am a Zapotec, but I have the support of many poor Mexicans. I will continue to work for a system of free public schools and land reform.

Worksheet 16A, THE MAXIMILIAN INCIDENT (continued)

Exercise:

After you have read the interviews of Juarez and Maximilian, indicate whether Juarez, Maximilian, or both would agree or disagree with the following statements:

Statement	Maximilian	Juarez	Reason
1. Our goal is to drive out the foreigners from Mexico.			
2. Education should be the job of the church.			
3. We look to the government and people of the United States for help.			
4. It is important that Mexico pay its debts and have an orderly society.			
5. If my opponent and his soldiers are captured, they will be tried, convicted, and shot.			

Worksheet 16B

THE "HEAVEN" OF THE NORTH

British North America (Canada) was a haven for free Blacks after the Revolution and later, a haven for runaway slaves. After reading this letter from a fugitive slave and the speech by Martin Luther King, Jr., complete the exercise that follows.

Letter From a Fugitive Slave

I want to let the whole United States know we are satisfied here because I have seen more pleasure since I came here than I saw in the United States the 24 years I served my master.

_____

It is true that I have to work very hard for my comfort but I would not trade places with ten thousand slaves that are equal with their masters. I am happy, happy.

_____

Blacks in Canada, pp. 246-467. Permission pending.

Martin Luther King, Jr. - The Freedom Road

It is a deep personal privilege to address a nationwide Canadian audience. There is a special historical relationship between American Negroes and Canadians.

Deep in our history of struggle for freedom Canada was the North Star. The Negro slave, denied education, de-humanized, imprisoned on cruel plantations, knew that far to the north a land existed where a fugitive slave, if he survived the horrors of the journey, could find freedom. The legendary underground railroad started in the south and ended in Canada. The freedom road links us together. Our spirituals, now so widely admired around the world, were often codes. We sang of 'heaven' that awaited us, and the slave masters listened in innocence, not realizing that we were not speaking of the hereafter. Heaven was the word for Canada and the Negro sang of the hope that his escape on the underground railroad would carry him there. One of our spirituals, "Follow the Drinking Gourd," in its disguised lyrics contained directions for escape. The gourd was the big dipper, and the North Star to which its handle pointed gave the celestial map that directed the flight to the Canadian border.

Worksheet 16B, THE "HEAVEN" OF THE NORTH (continued)

Exercise:

Pretend you are a former slave. Write a letter to the Canadian people telling them what their country means to you.

TO: People of Canada

FROM: A Former Slave

Worksheet 16C

CANADA AND THE CIVIL WAR

If you lived in Canada during the 1860s, you may have read the following headlines about Canadian (British North American)-United States affairs.

BRITISH NORTH AMERICANS RALLY TO UNION CAUSE

More than 53,000 Canadians joined the Union Army citing long-term support of abolitionist causes.

CIVIL WAR FORCES CANADIANS TO QUESTION THEIR LOYALTY

Many British North Americans say that they still owe their loyalty to Great Britain. Union supporters are disturbed as Great Britain continues to import cotton from the South and supply the Confederacy with British-made ships.

TRENT AFFAIR REINFORCES DISTRUST

Two Confederate Ambassadors, on their way to Great Britain, were forcibly removed from the British steamer, the Trent, after being stopped by a Union Warship. Canadians and British are fearful that a Union invasion of Canada is the next step in the Union's plan for territorial gains.

BRITISH SUPPORT FOR CANADIAN INDEPENDENCE GROWS

Great Britain agrees that a united Canada can better withstand threats of United States annexation. In exchange for joining the Confederation, Quebec is allowed to keep its French language and Catholic religion.

BRITISH PARLIAMENT APPROVES THE BRITISH NORTH AMERICA ACT OF 1867 GRANTING CANADIAN INDEPENDENCE

Ontario, Quebec, Nova Scotia, and New Brunswick joined together in a confederation. Visionaries picture the future of Canada to extend from Atlantic to Pacific! Great Britain still retains its control of foreign affairs.

Exercise:

Read the following conclusions that might have been made by a reader of this newspaper. Indicate with a check (✓) whether the conclusion is valid (supported by the facts) or not valid.

Conclusion	Valid	Not Valid	Reason
1. The United States Civil War probably speeded up the unification of Canada.			
2. The Union army invaded Canada during the Civil War, resulting in many casualties.			
3. Canada, like the United States, is a nation with diverse cultural groups.			
4. A united Canada in 1867 was in the best interests of Great Britain.			

Unit 6: Bibliography

UNIT 6: DIVISION AND REUNION

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